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This document reports the planning, program, and evaluation of an institute designed to meet the needs of Denver teachers for (1) better communication with Negro and Spanish-speaking pupils and parents, (2) aid in the language development of pupils deficient in English vocabulary, and (3) understanding of Hispanic history and culture. Included are outlines and descriptions of five institute courses: Elementary Conversational Spanish; Language Development in the Negro Culture and Community; Hispanic History and Culture; Early Childhood Education--Language and Symbolic Description as Related to Cognitional Development; and Staffing Patterns, Team Teaching, and Utilization of Aides. Included also are a description of a high school preprofessional program designed to give participating students exploratory experience in seven vocational areas with wide employment opportunities, and a course description and outline for a high school course in Afro and White American Literature. Other contents are lists of the 11 staff members and 27 consultants; institute schedules; remarks of the director at the opening session; institute evaluation questionnaire with tabulation of responses; and excerpts from presentations by resource persons on such topics as health problems of the migrant population, parent involvement in minority schools, and the Hispano community in Denver. (JS)

ED032241

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DIRECTOR'S REPORT

EPDA, PROJECT NUMBER 154615
INSTITUTE FOR TEACHERS OF DISADVANTAGED YOUTH
Sponsored by The Denver Public Schools and Metropolitan State College
June 9, 1969 to July 11, 1969

Dr. William R. Spears, Project Director
Executive Director, Department of Instructional Services
Denver Public Schools

Host Institution
Denver Public Schools
414 14th Street
Denver, Colorado 80202

SP003013

TABLE OF CONTENTS

Page

Introduction ii

I OBJECTIVES 1

II PLAN FOR ACCOMPLISHING OBJECTIVES 2

III MATERIALS AND MEDIA 3

IV STAFF PERSONNEL 4

V PARTICIPANT QUESTIONNAIRE AND TABULATION OF RESPONSES 7

VI DIRECTOR'S REPORT AND CONCLUSIONS 14

VII APPENDIX 18

INTRODUCTION

A continuing need for improvement of communication with students and parents seems to be a major concern of teachers, especially those teachers who work with disadvantaged youth. With disadvantaged youth, communications are often further hampered by English language vocabulary limitations on the part of the student and by lack of understanding on the part of the teacher of certain problems inherent in the cultural backgrounds of disadvantaged students. This institute was implemented as an attempt to alleviate problems in these two major areas of concern.

The "Institute For Teachers of Disadvantaged Youth" evolved from a proposed project entitled, "An Inservice Training Program for Denver Public School and Denver Catholic School Teachers Working In Schools Located Within The Denver Model City Area", which was submitted to the U.S. Office of Education in June, 1968. The original proposal was to have been much larger in scope, accomodating approximately twice as many teachers over a period of two years. It was to have included inservice training of teachers and auxiliary personnel in laboratory type classroom situations.

As funded by EPDA Title VII, the scope of activities of the original proposal was necessarily reduced due to budgetary limitations; however, a determined effort was made to retain the basic goals of the original proposal: "To determine by field study the training needs of teachers and to evolve new and innovative means of meeting those needs."

I. OBJECTIVES

An announcement of the program of the institute was sent to Denver public and parochial schools by the Project Director with enclosed "Indication of Interest" forms. Interested persons were asked to state the needs or interests which they felt might be fulfilled by the institute.

After the "Indication of Interest" forms were returned by applicants, a staff member contacted and personally interviewed the applicants with the purpose of further identifying specific needs. Both the written statements and oral comments were incorporated into the "Objectives" listed below.

Objectives of the Institute were:

1. To develop basic conversational skills and understanding in the local vernacular of the Spanish Language.
2. To provide additional understanding of the Hispano culture.
3. To provide additional understanding of the Negro culture.
4. To give participating teachers an introduction to techniques of bilingual education.
5. To improve skills and techniques of communicating with students and parents.
6. To provide techniques of working with children of limited English vocabulary.
7. To provide the teacher with knowledge which will assist in counseling, guidance and motivation of disadvantaged students.
8. To provide the teacher with additional understanding of the social problems of disadvantaged children.
9. To provide teachers with more understanding of the learning style of disadvantaged youth.
10. To provide knowledge which will help the teacher improve the self-concept of the disadvantaged student.
11. To inform teachers of new programs based on laboratory and audiovisual approaches which are being developed.
12. To familiarize participants with new multi-ethnic instructional materials which are available.

II. PLAN FOR ACCOMPLISHING OBJECTIVES

During the planning stages of the Institute, the instructional staff was informed of the general program of the institute and continually apprised of specific needs of the participants as their needs became apparent. It was hoped that this procedure would help the instructors tailor their instructional presentations more directly to the needs of the participants. Instructors were continually advised to plan presentations which would be meaningful, practical, and usable to the participants.

Use of consultants, speakers, field trips, films, and displays were also planned with an awareness of the practical and useful aims of the project.

As may be seen from the evaluation which follows, this determination toward utility met with a high degree of success.

III. MATERIALS AND MEDIA

Many of the curriculum materials used in the Institute were developed by the instructional staff expressly for use in the Institute.

Among these are:

1. A Spanish bilingual program was written for use in the kindergarten.
2. Language instructors developed for participants instructional tapes which included situational dialogues, pronunciations of Spanish surnames and vernacular vocabulary for use in dialogues and in the language laboratory.
3. A "Pre-Professional Orientation Program" was developed for Manual High School.
4. Curriculum materials on Team Teaching, Utilization of Teacher Aides, and Trends in Staffing Patterns were developed for the Institute.

Materials provided in the Institute that are available from commercial sources included:

1. Curriculum Development and Educational Change through the Systems Analysis Approach.
2. Films, book exhibits, and a library of current literature, magazines and pamphlets on life-styles and cultures of minority groups were used.

IV. STAFF PERSONNEL

ADMINISTRATIVE STAFF

Dr. William R. Spears - Project Director
Executive Director, Department of Instructional Services
Denver Public Schools.

Dr. Roy A. Hinderman - Assistant Project Director
Professor of Education, Metropolitan State College.

George Ondrusek - Project Supervisor
Teacher, Denver Public Schools.

Patricia V. Lunn - Staff Assistant

Lenora Reyes - Clerk

INSTRUCTIONAL STAFF

Donald E. Jacques - Instructor, Spanish Language,
Denver Public Schools.

Dr. Eugenia Berger - Instructor; Early Childhood Education,
Assistant Professor of Education, Metropolitan State College
Denver, Colorado

Alfred Prud'homme - Coordinator,
Manual High School, Denver, Colorado.

Orlando L. Sandoval - Instructor, Spanish Language,
Teacher, North High School, Denver, Colorado.

Gwendolyn A. Thomas - Instructor, Reading; English vocabulary
development, Assistant Professor of English,
Metropolitan State College.

Dr. Daniel T. Valdes - Instructor, Hispano Culture,
Professor of Sociology, Metropolitan State College.

CONSULTANTS AND RESOURCE PERSONS

Manuel Andrade - Coordinator
Denver Public Schools

Patricia Baca - Teacher
Denver Public Schools

Dr. Martin Candelaria - Professor Emeritus of Romance Languages
Colorado State College

Consultants and Resource Persons (Cont.)

Patrick O. Chavez - Teacher
Denver Public Schools

Sister Frances Eileen - Director of Curriculum
Denver Catholic Schools

Arthur Escobedo - Teacher
Denver Public Schools

M. Murlee Hart - Teacher
Denver Public Schools

Portia Hitchens - Father Craig Hart, Ramon Navarro;
Representing "The Denver 14"

Will Howard Jr. - Coordinator Cultural Understanding
Denver Public Schools

Dr. Richard P. Koeppe - Assistant Superintendent
Division of Education, Denver Public Schools

Clyde Langely - Coordinator, ESEA Title I
Denver Public Schools

Grady Lee - Teacher
Denver Public Schools

Dr. Arthur Ludka - "Designing Education For The Future" Committee
Colorado State Department of Education

Ronald T. Makowski - Science Consultant
Denver Public Schools

Jose Montoya - Teacher
Denver Public Schools

Wayne Moore - Teacher
Denver Public Schools

Robert A. Morton - Principal, Whittier School
Denver Public Schools

Terri Mulcay - State Dental Hygienist
Colorado Department of Health

Jack T. Pottle, Supervisor of Curriculum Development
Denver Public Schools

Ralph Robinett - Director
Michigan Migrant Primary Interdisciplinary Project

Consultants and Resource Persons (Cont.)

Agnes Romero - Director
Fantasia Mexicana

Theresa Salazar - Teacher
Denver Public Schools

Thomas E. Stanton - Department of Curriculum Development
Denver Public Schools

Frank Tempest - Social Studies Consultant
Denver Public Schools

Reverend Joseph B. Torres, S.J. - Hispano Representative
Archdiocese of Denver

John Trujillo - Teacher
Denver Public Schools

Dr. Eugene Waldman - Audio Visual Specialist
Colorado State Department of Education

DENVER PUBLIC SCHOOLS
EPDA Institute For Teachers of Disadvantaged Youth
Rishel Junior High School
June 9 - July 11, 1969

V. PARTICIPANT QUESTIONNAIRE

A. (1) Please circle the number that corresponds to the correct choice for each item. ①

B. (2) Classification
(Majority of working time)

Principal	1
Aide	2
Coordinator	3
Teacher	4
Other (__________)	5

C. (3) Assignment Level

Pre-Primary	1
Elem. Primary	2
Elem. Interm.	3
Junior High	4
Senior High	5
Central Adminis.	6

D. (4) Years of Employment in Education

2 Years or less	1
3 - 5 years	2
6 - 10 years	3
11 - 15 years	4
more than 15	5

E. (5) Type of School
(Where now employed)

Parochial	1
Public	2

F. (6) Ethnic Background

Hispano	1
Negro	2
Anglo	3
Other (__________)	4

NOTE: Numerals appearing on this form will be utilized to computer analyze the questionnaire data.

EPDA Institute For Teachers of Disadvantaged Youth Questionnaire

Please circle ○ appropriate response or reply as indicated:

1.	(7)	The language classes helped to develop my basic conversational skills in the Spanish language.	To a great extent	1
			To some extent	2
			Very little	3
			Not at all	4
2.	(8)	The language classes helped to develop my understanding of the Spanish language.	To a great extent	1
			To some extent	2
			Very little	3
			Not at all	4
3.	(9)	The sessions provided additional understanding of the Hispano culture.	To a great extent	1
			To some extent	2
			Very little	3
			Not at all	4
4.	(10)	The sessions provided additional understanding of the Negro culture.	To a great extent	1
			To some extent	2
			Very little	3
			Not at all	4
5.	(11)	The sessions assisted my understanding of bilingual education techniques.	To a great extent	1
			To some extent	2
			Very little	3
			Not at all	4
6.	(12)	The knowledge acquired will improve my skills in communicating with students and parents.	To a great extent	1
			To some extent	2
			Very little	3
			Not at all	4
7.	(13)	The sessions provided techniques for working with children of limited English vocabulary.	To a great extent	1
			To some extent	2
			Very little	3
			Not at all	4
8.	(14)	Insight into social problems of disadvantaged children will assist me in counseling them.	To a great extent	1
			To some extent	2
			Very little	3
			Not at all	4
9.	(15)	Insight into social problems of disadvantaged children will assist in motivating them.	To a great extent	1
			To some extent	2
			Very little	3
			Not at all	4
10.	(16)	The sessions increased my understanding of the social problems of disadvantaged children	To a great extent	1
			To some extent	2
			Very little	3
			Not at all	4

EPDA Institute For Teachers of Disadvantaged Youth Questionnaire

11. (17)	I gained more insight into the learning styles of disadvantaged youth.	To a great extent	1
		To some extent	2
		Very little	3
		Not at all	4
12. (18)	The sessions increased my understanding of the growth processes in early childhood.	To a great extent	1
		To some extent	2
		Very little	3
		Not at all	4
13. (19)	New information acquired about ethnic minorities will assist me in improving the self-concept of disadvantaged pupils.	To a great extent	1
		To some extent	2
		Very little	3
		Not at all	4
14. (20)	An awareness of new programs based on laboratory and audiovisual approaches was gained.	To a great extent	1
		To some extent	2
		Very little	3
		Not at all	4
15. (21)	The institute provided information about new multi-ethnic instructional materials of which I was previously not aware.	To a great extent	1
		To some extent	2
		Very little	3
		Not at all	4
16. (22)	In general, I would assess this program as being	Very valuable	1
		Somewhat valuable	2
		Of little value	3
		Of no value	4

17. (23) What were some strengths of the sessions you attended?

____ ○

____

____

18. (24) What were some of the weaknesses of the sessions you attended?

____ ○

____

____

19. (25) Additional comments: ________________________ ○

____

____

____

(use back of page if necessary)

V. A TABULATION
of
Responses to Participant Questionnaire: (Frequency Distributions given in Percentages)

EPDA Institute For Teachers of Disadvantaged Youth

1. The language classes helped to develop my basic conversational skills in the Spanish language.	To a great extent	19 %
	To some extent	61
	Very little	18
	Not at all	2
2. The language classes helped to develop my understanding of the Spanish language.	To a great extent	33
	To some extent	61
	Very little	4
	Not at all	2
3. The sessions provided additional understanding of the Hispano culture.	To a great extent	44
	To some extent	49
	Very little	7
	Not at all	0
4. The sessions provided additional understanding of the Negro culture.	To a great extent	30
	To some extent	56
	Very little	12
	Not at all	2
5. The sessions assisted my understanding of bilingual education techniques.	To a great extent	18
	To some extent	47
	Very little	30
	Not at all	5
6. The knowledge acquired will improve my skills in communicating with students and parents.	To a great extent	19
	To some extent	67
	Very little	14
	Not at all	0
7. The sessions provided techniques for working with children of limited English vocabulary.	To a great extent	11
	To some extent	53
	Very little	30
	Not at all	7
8. Insight into social problems of disadvantaged children will assist me in counseling them.	To a great extent	33
	To some extent	58
	Very little	9
	Not at all	0
9. Insight into social problems of disadvantaged children will assist in motivating them.	To a great extent	23
	To some extent	65
	Very little	12
	Not at all	0

10.	The sessions increased my understanding of the social problems of disadvantaged children.	To a great extent	32 %
		To some extent	51
		Very little	16
		Not at all	2
11.	I gained more insight into the learning styles of disadvantaged youth.	To a great extent	19
		To some extent	54
		Very little	21
		Not at all	5
12.	The sessions increased my understanding of the growth processes in early childhood.	To a great extent	7
		To some extent	47
		Very little	39
		Not at all	7
13.	New information acquired about ethnic minorities will assist me in improving the self-concept of disadvantaged pupils.	To a great extent	39
		To some extent	49
		Very little	11
		Not at all	2
14.	An awareness of new programs based on laboratory and audiovisual approaches was gained.	To a great extent	11
		To some extent	51
		Very little	32
		Not at all	5
15.	The institute provided information about new multi-ethnic instructional materials of which I was previously not aware.	To a great extent	16
		To some extent	40
		Very little	37
		Not at all	7
16.	In general, I would assess this program as being	Very valuable	43
		Somewhat valuable	43
		Of little value	15
		Of no value	0

Summary of Comments; Items 17, 18, and 19. (Number of participants making comment shown in parentheses)

17. What were some strengths of the sessions you attended?

    a. Guest speakers -- specifically cited were Ron Makowski, panel from Metro State, members of the "Denver 14," Ralph Robinett, Fr. Torres (23)

    b. Spanish conversation classes taught by Orlando Sandoval and Don Jacques -- teaching methods, prepared materials, response to student needs (22)

    c. New insight gained into minority (Negro and Hispano) problems and cultures (18)

d. Opportunity for contact and discussion with other teachers - Institute members (12)

e. Language development class taught by Mrs. G. A. Thomas (7)

f. Hispanic history and culture class taught by Dr. Daniel T. Valdes (7)

g. Personnel and staff (5)

h. Early childhood education class taught by Dr. Eugenia Berger (4)

i. Resource information available (Institute library and bibliographies prepared by teachers) (4)

18. What were some of the weaknesses of the sessions you attended?

a. Irrelevant or useless sessions by 4 lecturers (17)

b. Lack of provision for member participation in presentations and lecturers -- no time to ask questions or to tap possible member contributions (12)

c. Over-generalization or over-theorizing by speakers and teachers, rather than practical information, field trips, visitations, discussions with non-professional minority people (10)

d. Insufficient time or emphasis placed on language classes -- much more time and practice needed (10)

e. Organizational details -- wasted time because of late or absent speakers, hot rooms, scheduled periods too long in afternoon (9)

f. Presentation of old or repetitious material (material learned in education classes or from previous speakers) (8)

g. Hispanic history and culture class (period too long, mostly straight lecture, some biases expressed, old teaching methods, material could have been condensed) (7)

h. Certain teachers were unprepared or seemingly unsure about the focus of their course. (5)

i. Overemphasis on minority problems, underemphasis on how to solve them (3)

j. Lack of response to member suggestions and criticisms (2)

k. Inadequate program for experienced teachers (1)

19. Additional comments:

a. Time for a greater exchange of ideas and greater involvement among members should be encouraged and scheduled for. Members have much experience and knowledge among them. (11)

b. The Institute was generally good and well-organized. (7)

c. There was too much emphasis on telling teachers what they were doing wrong, not enough emphasis on helping them to improve themselves and their methods. (6)

d. More non-professional minority people should be asked to speak. (3)

e. The program should include more sensitivity training for members. (3)

f. There should be more Institutes like this one; they could be improved with the information gained in this one. (3)

g. Association and exchange of ideas among members was one of the most valuable things about the Institute. (2)

h. More should be required of participants. (2)

i. Some teachers were biased and took advantaged of their position to castigate their students. (2)

j. There should be more emphasis on Negro history and culture. (2)

k. The afternoon schedule was poorly planned. (2)

l. Denver Public Schools should set up in-service training for teachers of minority students. (1)

m. Sometimes radically different solutions were offered by different speakers to the same problem. (1)

n. There should be increased emphasis on language development. (1)

o. There should be special training for aides. (1)

p. There should be a Hispano teacher for early childhood education. (1)

q. There should be more field trips. (1)

r. There should be better planning for guest speakers. (1)

s. There should be time for curriculum change planning. (1)

t. There were too many fruitless class discussions because teachers indulged members by allowing them to express personal prejudices. (1)

u. There should be more discussion of and contact with militancy. (1)

v. There should be planned study time during the Institute for the members. (1)

w. There should be separate Institutes for Negro and Hispano emphasis. (1)

x. There should be more emphasis on early childhood education. (1)

VI. DIRECTOR'S REPORT AND CONCLUSIONS

I. Introduction

The specific objectives of the Institute grew out of interviews with the prospective participants. In view of the limited funding in contrast with the original proposal, it was necessary to focus upon a few points.

Those interviewed expressed a need for "better communication" with their pupils, with parents, and the general disadvantaged community. It was stated that communication with Hispanos was particularly difficult. Accordingly plans were made to teach the Hispanic language and culture. It was planned to bring in speakers and resource persons who would present the needs and aspirations of the people of the disadvantaged areas.

English Language Development for pupils dificient in vocabulary and with dialect usages was included as the second emphasis.

Third, the feeling that an attack on instructional problems should be made as soon as possible; when the child first appears in the kindergarten or pre-school situations, led to planning for an Early Childhood emphasis.

The instructors were selected and began to prepare materials to implement the program.

II. Operation of the Program

1. Planning

This phase of the operation worked very well. Our partner in the enterprise was the Metropolitan State College. Dr. Roy A. Hinderman represented that college. We were in constant communication with the faculty members. We were, at the same time, in communication with the Curriculum Office of the Denver Public Schools.

I would comment that a planning grant for a summer institute should be available in January or February. Since this was true in our case, we had adequate time to communicate with staff members, participants, and community resource persons. We would hope to follow the same procedures another time.

2. Participants

Our first announcement was sent out with "Indications of Interest" forms. The responses were about the number we had anticipated. If our grant had been larger we could have added perhaps 30 more participants.

We felt that the participants formed a good cross section of the demographic situation and of the schools eligible for participation. We felt that the Institute would have particular impact when a school was represented, as was true in several cases, by three or more participants. We felt, too, that we had a good balance of elementary and secondary school personnel.

3. Staff

In our opinion the "regular faculty" had the greatest impact, meeting from day-to-day with their groups. The consultants played on important role. They represented varying points of view of the Hispano and Negro communities. There was value, too, in demonstrations of material and equipment.

We feel that the ratio of staff to participants should be about 1:10.

4. Orientation Program

In our opinion, orientation was satisfactory. It involved direct communication between a designated staff member and an individual teacher or small group of teachers. The staff member visited the schools to hold these conversations. This was possible, of course, because only schools in the Denver disadvantaged area were eligible. This direct dialog was far better than any correspondence might have been.

5. Program Operation

In our opinion the greater part of our program was directly related to the classroom situation since it was geared to language, Spanish or dialectual English, with materials and methods specifically adapted to school situations. Broader, but necessary, topics were also included. These sought to interpret cultural patterns, cultural history, life styles. More difficult to achieve, these help the teacher to better relate to the people of the community.

The Denver Public Schools and the Metropolitan State College (located in the center of Denver) seek close working relationship. These exist and were strengthened through this joint enterprise.

We do not claim innovation but participants had an opportunity to learn about some of the newer audiovisual equipment and its use.

Our informal discussions and visits were of value because they involved communication with our local situations. Participants are now better informed of what is going on in the disadvantaged areas of our city.

Our Institute began the Monday following the Friday date of the closing of schools. Participants seemed ready to get into the program with its change of scene and activity. The five-week duration is about right since much can be done in a concentrated program. The participants would still have a vacation period before they resume their duties in September. Our participants attended three formal classes each day, and, at a regular period, met with resource persons. Not including the lunch hour, there was time for unstructured activities, examination of materials, and the like.

6. Evaluation

When the opinions of the participants were compiled, it was found that preferences ranged in the following order:

Spanish Language
Language Development (English)
Early Childhood
Hispanic History and Culture.

In the event that the Institute continues to be funded, we would like to offer all four sections and staff them according to the needs of participants.

Thirty participants requested an opportunity to pursue their Spanish course during the fall semester.

Resource persons who appeared to speak to the group for an hour or hour and one-half period offered a great variety of presentations. Consequently the participants varied widely in their responses. Most, however, would be invited to appear again if they are available.

Throughout the Institute we received oral and written comments on particular lessons, guest speakers, films and the like. Particularly, during the final week, many participants made a point of commenting favorable upon their experiences.

We will send forms to participants during the 1969 fall semester to ascertain the effects of the Institute upon their classroom work, community relations, and the like.

III. Conclusions

From our statements in foregoing sections it is evident that the Denver Public Schools and the Metropolitan State College are eager to continue this Institute program, to hold the strengths, and to introduce improvements where the need is evident.

It is difficult to anticipate the impact. Only five percent of the teachers in the disadvantaged area could be accomodated. With them, only a part of their day-to-day activities could receive attention. The need is great and many teachers will be untouched by ours or other institutes.

A frank and candid statement would be: We instructed people in the Hispanic language and culture bringing them along very well within our time limitation. As a result of the Institute, we have more qualified persons to work with an elementary school bilingual program. Important curriculum revisions were initiated for a senior high school and a junior high school. Most of our participants will be more knowledgeable and comfortable in their Hispano or Negro neighborhoods and should relate better to pupils and parents. We have identified personnel who benefited from their experience in the institute and who will be able to carry on future inservice programs.

VII. APPENDIX

1. Statistical Data
2. A Description of the Institute and Program of Activities
3. Remarks of The Director at the Opening Session
4. Excerpts From Presentations by Resource Persons
5. Curriculum Development For Manual High School, Denver, Colorado
6. Team Teaching
7. Auxiliary Personnel In Education
8. School Staffing Patterns
9. Creativity In Children
10. A Study of Afro and White American Literature
11. E studiamos
    P roblemas
    D eseando
    A yudar

APPENDIX - 1

DENVER PUBLIC SCHOOLS
EPDA Institute For Teachers of Disadvantaged Youth
Rishel Junior High School
June 9 - July 11, 1969

STATISTICAL DATA ON PARTICIPANTS:

A. Classification
(Majority of working time)

Principals	2
Aides	8
Coordinators	2
Teachers	75
Counselor	1
Ass't Principal	1

B. Assignment Level

Pre-Primary	1
Elementary; Grades 1-3	24
Elementary; Grades 4-6	22
Junior High; Grades 7-9	13
Senior High; Grades 10-12	29

C. Years of Employment in Education

2 Years or less	20
3 - 5 years	17
6 - 10 years	22
11 - 15 years	13
more than 15	17

D. Type of School
(Where now employed)

Parochial	15
Public	74

E. Ethnic Background

Hispano	14
Negro	13
Anglo	60
Oriental	2

APPENDIX - 2

EPDA, Project Number 154615,
Institute For Teachers of Disadvantaged Youth
Sponsored by The Denver Public Schools and Metropolitan State College
Rishel Junior High School
451 South Tejon Street
Denver, Colorado 80223

A DESCRIPTION OF THE INSTITUTE:

INTRODUCTION

A continuing need for improvement of communication with students and parents seems to be a major concern of teachers, especially those teachers who work with disadvantaged youth. The education of boys and girls in early childhood is frequently baffling to teachers. Areas covered will be specific teaching techniques related to principles of child development and educational psychology; ways of promoting good human relationships and healthy physical, social and emotional development in the preschool child. Emphasized will be individual and group dynamics.

With disadvantaged youth, communications are often further hampered by English language vocabulary limitations on the part of the student and by lack of understanding on the part of the teacher of certain problems inherent in the cultural backgrounds of disadvantaged students. Reading development and motivational techniques, stimulating the expansion of English vocabulary and basic comprehension skills of the disadvantaged will be stressed. The purpose is to help the students raise their general achievement. The disadvantaged child in the urban school will be studied in terms of cultural and ethnic variations, child and youth development, and the school as a social institution.

The Institute was implemented as an attempt to alleviate problems in these areas of concern:

The Spanish Language
Participants will have the opportunity to develop basic conversational skills in the local vernacular. Hopefully, future opportunities will be offered to expand these skills and to develop a bilingual program.

The Learning Climate
Communication between school and community; counseling, guidance, and motivational techniques; learning styles and cultural backgrounds will be stressed.

English Language Development
Ways of working with the child of limited vocabulary in order to raise his general achievement will be discussed by specialists.

Methods and Materials
Special attention will be given to new programs based upon audiovisual and laboratory approaches. Multi-ethnic materials that are now available will be discussed.

Individual Interviews
In keeping with institute procedure, applicants were visited to determine their backgrounds in language and Hispano culture together with specific interests in teaching students who are disadvantaged.

Persons who plan to attend range from those who have had little or no exposure to the Hispano culture and language, to those who have had considerable experience with the culture and language.

Comments on specific needs from forty-nine persons who plan to attend listed in order of priority are as follows:

I would like help in:

1. Understanding Hispano culture.
2. Communicating with students.
3. Communicating with parents.
4. Working with children of limited English vocabulary.
5. Motivating students and improving study skills.
6. Understanding Spanish Language.
   (Those interviewed were informed that this would be a major thrust and may not have mentioned it specifically.)
7. Understanding Negro culture.
8. Finding new audio-visual materials and techniques.
9. Finding meaningful multi-ethnic materials. (textbooks)
10. Improving students attitudes towards school and community.
11. Counseling and Guidance.
    Assisting children with social problems.
    Teaching the values of education.
12. Control and discipline of students.
    Improving the child's self concept.
    Improving the child's work habits.
13. Mr. Couey of All Saints School, would like to study folk history, literature, and ethnic backgrounds of people in Model Cities Area #2 (Goat Hill). He would like to visit and study the homes and families in the area.

DAILY SCHEDULE

The "Institute Day" is designated as 8 hours. Formal class work begins at 8:00A. M. and concludes at 3:05P. M., with the remaining time to be devoted to independent study and committee work. Daily attendance is required. Instructors will check attendance each day.

Classroom Schedule

8:00-8:45	Group I in Room 111 (Elementary Conversational Spanish)
	Group II in Room 113 (Early Childhood Education and Language Development in the Denver Negro Culture and Community)
8:55-9:40	Group I in Room 113 (Early Childhood Education and Language Development in the Denver Negro Culture and Community)
	Group II in Room 111 (Elementary Conversational Spanish)
9:40-10:05	Break
10:05-10:50	Group I and II in Room 109 (Consortium: Staffing Patterns, Team Teaching, and Utilization of Aides)
10:50-12:15	Lunch
12:15-1:45	Groups I and II in Room 109 (Hispanic History and Culture)
1:50-3:05	The Disadvantaged Community of Denver; Life Styles and Cultures

ADMINISTRATIVE STAFF

Dr. William R. Spears - Project Director
Executive Director, Department of Instructional Services,
Denver Public Schools.

Dr. Roy A. Hinderman - Assistant Project Director
Professor of Education, Metropolitan State College.

George Ondrusek - Project Supervisor
Teacher, Denver Public Schools.

Patricia V. Lunn - Staff Assistant

Lenora Reyes - Clerk

INSTRUCTIONAL STAFF

Donald E. Jacques - Instructor, Spanish Language,
Denver Public Schools.

Dr. Eugenia Berger - Instructor; Early Childhood Education,
Assistant Professor of Education, Metropolitan State College
Denver, Colorado

Alfred Prud'homme - Coordinator,
Manual High School, Denver, Colorado.

Orlando L. Sandoval - Instructor, Spanish Language,
Teacher, North High School, Denver, Colorado.

Gwendolyn A. Thomas - Instructor, Reading; English vocabulary
development, Assistant Professor of English,
Metropolitan State College

Dr. Daniel T. Valdes - Instructor, Hispano Culture,
Professor of Sociology, Metropolitan State College

CONSULTANTS AND RESOURCE PERSONS

Manuel Andrade - Coordinator
Denver Public Schools

Patricia Baca - Teacher
Denver Public Schools

Dr. Martin Candelaria - Professor Emeritus of Romance Languages
Colorado State College

Patrick O. Chavez - Teacher
Denver Public Schools

Sister Frances Eileen - Director of Curriculum
Denver Catholic Schools

Arthur Escobedo - Teacher
Denver Public Schools

M. Murlee Hart - Teacher
Denver Public Schools

Portia Hitchens - Father Craig Hart, Ramon Navarro;
Representing "The Denver 14"

Will Howard Jr. - Coordinator Cultural Understanding
Denver Public Schools

Dr. Richard P. Koeppe - Assistant Superintendent
Division of Education, Denver Public Schools

Clyde Langley - Coordinator, ESEA Title I
Denver Public Schools

Grady Lee - Teacher
Denver Public Schools

Dr. Arthur Ludka - "Designing Education For The Future" Committee
Colorado State Department of Education

Ronald T. Makowski - Science Consultant
Denver Public Schools

CONSULTANTS AND RESOURCE PERSONNEL (cont'd.)

Jose Montoya - Teacher
Denver Public Schools

Wayne Moore - Teacher
Denver Public Schools

Robert A. Morton - Principal, Whittier School
Denver Public Schools

Terri Mulcay - State Dental Hygienist
Colorado Department of Health

Jack T. Pottle, Supervisor of Curriculum Development
Denver Public Schools

Ralph Robinett - Director
Michigan Migrant Primary Interdisciplinary Project

Agnes Romero - Director
Fantasia Mexicana

Theresa Salazar - Teacher
Denver Public Schools

Thomas E. Stanton - Department of Curriculum Development
Denver Public Schools

Frank Tempest - Social Studies Consultant
Denver Public Schools

Reverend Joseph B. Torres, S.J. - Hispano Representative
Archdiocese of Denver

John Trujillo - Teacher
Denver Public Schools

Dr. Eugene Waldman - Audio Visual Specialist
Colorado State Department of Education

GENERAL INFORMATION

1. Criteria For Admission

Teachers, counselors, aides, and trainers of teachers who are now working in Denver Public Schools and Denver Catholic Schools, Elementary and Secondary, in the Model City Area are eligible. It is stipulated that they will continue in such assignments during school year 1969-1970.

2. Facilities

The Institute will be located at Rishel Junior High School, 451 South Tejon Street, Denver, Colorado. Adequate facilities for the program and for parking will be available.

3. Dates

The Institute will be conducted from June 9, 1969 through July 11, 1969, inclusive. Participants are expected to devote the full day to the scheduled program. Registration will be held at 8:00 A.M. June 9, 1969, at Rishel Junior High.

4. Sponsors

The Institute will be conducted by the Denver Public Schools and the Metropolitan State College. It is funded by the U. S. Office of Education under the terms of the Education Professions Development Act.

5. Stipends

Stipends will be authorized at the rate provided for short-term institutes, $375. for the five-week period. A dependency allotment of $15 per week per dependent is also authorized.

Discrimination prohibited--Title VI of the Civil Rights Act of 1964 states:

> "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Therefore EPDA programs must be operated in compliance with this law.

If you have further questions concerning the Institute, I may be reached at 266-2255, Extension 268.

June 9, 1969

COURSE OUTLINES

EPDA, Project Number 154615,

Institute For Teachers Of Disadvantaged Youth

Sponsored by The Denver Public Schools and Metropolitan State College

Rishel Junior High School

451 South Tejon Street

Denver, Colorado 80223

June 9, 1969

Course Outline for Staffing Patterns, Team Teaching, and Utilization of Aides

Prepared by R. A. Hinderman

TOPICS FOR INSTITUTE

Staffing Patterns

- Early Staffing
- Later Problems
- Staffing and Pupil Motivation
- Hardware and Aides
- Teacher Shortage
- Research

Team Teaching

- Definition
- Characteristics - Scheduling
- Direct Benefits
- New Careers
- Large Group Instruction and Meeting Individual Needs

Utilization of Aides - Auxiliary Personnel in Education

- Planning for the Use of Auxiliary Personnel
- Recruitment, Selection, and Placement
- Preliminary Education
- On-the-Job Education
- Major Functions of Auxiliaries as Determined by Experimentation
- Career Development for Auxiliaries

Course Outline For Elementary Conversational Spanish

Prepared by Donald E. Jacques and Orlando L. Sandoval

THE SPANISH LANGUAGE SECTION

Purpose: To help teachers acquire

- basic conversational skills in the local vernacular
- proficiency in dialog usage
- good Spanish pronunciation
- an adequate vocabulary to carry on a minimal conversation in Spanish
- to use the audio-lingual approach as much as possible

To help teachers understand

- basic characteristics of the local Spanish language
  - arcaismos
  - anglicismos
  - confused words
  - words with omitted or added letters
- the functional use of the language

Structure:

Group I - Basic linguistic instruction. We will work with content developed to meet the needs of teachers working with Hispano parents and children in the Denver Metropolitan Area.

- pronunciation
- meaning
- language peculiarities
- conversational practice
  - dialog learning
  - practice conversing in Spanish using developed content as a basis.

Group II - Same as Group I, for the first three units. Additional work will be assigned to this group depending on their past exposure, formal background, and performance.

Rate of introduction of New Material

a. How often--
b. What amounts--

(determined by participants
(difficulty of material
(structural differences of Spanish and English

Recurrence of Materials

a. Once introduced - no item of pronunciation, grammatical structure or content is allowed to die.
b. Each item previously introduced must be woven into current materials at a regular rate.

Course Outline for Language Development in the Denver Negro Culture and Community

Prepared by Gwendolyn A. Thomas

TOPICS FOR INSTITUTE

The teacher as cultural transmitter

Values of the majority culture.
Black and white racism revealed in teacher attitudes and practices.

The black community as source of cultural conflict

Life - style of Denver's disadvantaged black people: food, religion, recreation, music, social values, language.

Militant and moderate forces in Denver's black community.

Language arts and Denver's black sub-culture

Factors affecting achievement in language arts: intelligence, integration, cultural deprivation.

Present language arts programs in disadvantaged areas of Denver.

Changing concepts in arts programs in other cities: Greater Cities Projects, St. Louis, Cleveland, Detroit, New York, San Francisco.

Guidelines for Denver: establishing self-image, motivating bilingualism, using aural-oral activities, changing attitudes toward written communications, exploiting creativity.

Course Outline for Hispanic History and Culture

Prepared by Dr. Daniel T. Valdes

TOPICS FOR INSTITUTE

PART I - INTRODUCTION

One ....Critical Review of the Literature
Two...............Terminology and Classification
Three ....The Conceptual Framework

PART II - THE HISTORICAL BACKGROUND

Four ....The Historical Myths
Five ....The Peninsular Background
Six ....Conquest, Occupation, and Colonization
Seven ....The Meeting of the Races
Eight ....The U.S. Spanish Colonials
Nine ....The Mexican-Americans
Ten ....The Cubans, Puerto Ricans, and South Americans
Eleven ....Anglo versus Hispano

PART III - THE ECOLOGY OF THE HISPANO

Twelve ....Population Distribution
Thirteen ....The Urban Hispano
Fourteen ....The Rural Hispano
Fifteen ....The Migratory Hispano

PART IV - THE HISPANO AND THE CLASS STRUCTURE

Sixteen ....The Hispano in the Culture of Poverty
Seventeen ....The Middle Class Hispano
Eighteen ....The Value Systems

PART V - PROBLEMS AND PROSPECTS

Nineteen ....The Hispano in Business and the Professions
Twenty ....The Hispano in Government and Politics
Twenty-one ....Human Rights and the Hispano
Twenty-two ....Hispano Leaders

PART VI - HISPANO REACTIONS TO DOMINANCE

Twenty-three ....Americanization and Assimilation
Twenty-Four ....Functional Integration
Twenty-five ....Cultural Pluralism

PART VII - THE FUTURE IN HISPANO-MAJORITY RELATIONS

Twenty-six ....The Hispano and Other Minorities
Twenty-seven ....Labor and the Hispano
Twenty-eight ....The Right and Left and the Hispano
Twenty-nine ....Hispano-Dominant Patterns in Transition

Course Outline for Early Childhood Education

Prepared by Dr. Eugenia H. Berger

TOPICS FOR INSTITUTE

I. Language and symbolic discrimination as related to cognitional development in young children.

Implementation:

a. Discussion of language patterns of varying ethnic groups
b. Study of language development and research in the field
c. Materials and means to promote language
d. Visitations to Head Start centers which have children who will be going to kindergarten in the fall. Two visits will be made, i.e., one at the outset of workshop and another near the end for the purpose of observation of the children's development.

II. Child Development

a. Recent genetic and developmental findings -- prenatal, infancy, and childhood
b. Influence of cultural deprivation
c. Theories of child development and personality formation
d. Socialization patterns of different ethnic and socio-economic groups, e.g., Hispano, Indian, Negro

Implementation:

(1) Slides, films, and speakers on genetic research and socialization patterns
(2) Discussion of cultural deprivation
(3) Sensitivity to the needs of the child, parent, and teacher
(4) Group dynamics — Understanding and acceptance of oneself before the understanding and acceptance of others
Who Am I? -- Role, socio-drama and psychodramas

III. Cultural and Ethnic Family Patterns

a. Language of the Street
b. Norms of the Community
c. Relationship of parents to school
d. Home environmental influences
    (1) Motivational factor on child
    (2) Enrichment or deprivation of environment
e. Knowing the Socially disadvantaged Child -- Reaching the Socially Disadvantaged Child

Implementation:

(1) Open confrontation of the core city problems
(2) Visits by core city residents
(3) Group interaction and discussion

IV. Classroom Case Studies of Preschool and Non-motivated Elementary Children

a. Study of actual situation; from workshop participant's experience
b. Levels where schools lag (as felt by participants)

Implementation:

(1) Group discussion -- Case studies presented by group and made meaningful by psycho-dramas and socio-dramas
(2) Visits by elementary and secondary students -- "Tell it like it is."

V. Suggestions and Insights

a. Early child education visit -- One approach?
b. Teacher sensitivity and know-how
c. Materials and means to teach the disadvantaged learner

Implementation:

(1) Second visit to Head Start
(2) Discussion, exhibits, and reports by workshop participants and consultants.

DAILY SCHEDULE - EPDA Institute For Teachers of Disadvantaged Youth

WEEK: June 9-13	MONDAY 6/9	TUESDAY 6/10	WEDNESDAY 6/11	THURSDAY 6/12	FRIDAY 6/13
8:00 - 8:45 Gp I Donald Jacques Orlando Sandoval Room 111	(Elementary Conversational Spanish) - Daily				
Gp II Eugenia Berger Gwendolyn Thomas Room 113	(Early Childhood Education and Language Development in the Denver Negro Culture and Community) Daily				
8:55 - 9:40 Gp II Orlando Sandoval Room 111	(Elementary Conversational Spanish) - Daily				
Gp I Eugenia Berger Gwendolyn Thomas Room 113	(Early Childhood Education Language Development in the Denver Negro Culture and Community) Daily				
9:40 - 10:05	Break				
10:05 - 10:50 Gps I & II Consortium Room 109	Schedule Adjustments	Orlando Sandoval Spanish Background	Dr. Hinderman School Staffing Patterns; Team Teaching; Use of Aides	Dr. Hinderman (or Film) School Staffing Patterns	Will Howard-Clyde Langley Title I and Brush Presentations (Slide Lecture)
10:50 - 12:15	Lunch				
12:15 - 1:45 Gps I & II Daniel Valdes Room 109	Hispanic History and Culture - Daily			12:15 - 1:00 Dr. Valdes 1:10 - 3:00 Adams State Registration	
1:50 - 3:00	Disadvantaged Community of Denver - Life Styles and Culture	ABC Textbook Exhibit (Don Hodges)	Filmstrips: (New Series) "La Raza"-Hispanic History Presented by Author (Multi-Media Prod.)	Adams State Registration Continued	Dr. Spears Curriculum Development in the School

APPENDIX - 2 Program of Activities

DAILY SCHEDULE - EPDA Institute For Teachers of Disadvantaged Youth

WEEK: June 16-20	MONDAY 6/16	TUESDAY 6/17	WEDNESDAY 6/18	THURSDAY 6/19	FRIDAY 6/20
8:00 - 8:45 Gp I Donald Jacques Orlando Sandoval Room 111	(Elementary Conversational Spanish) - Daily				
Gp II Eugenia Berger Gwendolyn Thomas Room 113	(Early Childhood Education and Language Development in the Denver Negro Culture and Community) Daily				
8:55 - 9:40 Gp II Orlando Sandoval Room 111	(Elementary Conversational Spanish) - Daily				
Gp I Eugenia Berger Gwendolyn Thomas Room 113	(Early Childhood Education and Language Development in the Denver Negro Culture and Community) Daily				
9:40 - 10:05	Break				
10:05 - 10:50 Gps I & II Consortium	Dr. Martin Candelaria Colorado State College Comparative Linguistics (Auditorium)	Sandoval and Jacques Film: "Cadillac" (28 min) (Hispano Culture) (Auditorium)	Gene Waldman State Department of Education Demonstration of Videotape uses and 2x2 slides for improving self-image (Room 109)	Dr. Hinderman School Staffing Patterns (Room 109)	Dr. Hinderman School Staffing Patterns (Room 109)
10:50 - 12:15	Lunch				
12:15 - 1:45 Gps I & II Daniel Valdes Room 109	Hispanic History and Culture - Daily				
1:50 - 3:00	Dr. Candelaria Harper-Row Exhibit (Fred Walker 377-7910) (Auditorium)	George Morrison 1:45 (Tentative)	Ron Makowski ESS; SCIS; Environmental Education Room 109	Dr. Spears Curriculum Development in the Schools Room 109	Terry Mulcay State Department of Health (Room 109)

APPENDIX - 2 Program of Activities

DAILY SCHEDULE - EPDA Institute For Teachers of Disadvantaged Youth

June WEEK: 23-27	MONDAY 6/23	TUESDAY 6/24	WEDNESDAY 6/25	THURSDAY 6/26	FRIDAY 6/27
8:00 - 8:45 GP I Donald Jacques Orlando Sandoval Room 111	(Elementary Conversational Spanish) - Daily				
GP II Eugenia Berger Gwendolyn Thomas Room 113	(Early Childhood Education and Language Development in the Denver Negro Culture and Community) Daily				
8:55 - 9:40 GP II Orlando Sandoval Room 111	(Elementary Conversational Spanish) - Daily				
GP I Eugenia Berger Gwendolyn Thomas Room 113	(Early Childhood Education and Language Development in the Denver Negro Culture and Community) Daily				
9:40 - 10:05	Break				
10:05 - 10:50 GPS I & II Consortium Room 109	Manual H. S. Project "Pre-Professional Orientation Program" Alfred Prud'homme	Orlando Sandoval & Donald E. Jacques (room to be announced)	Frank Tempest "Trends in Social Studies Curriculum"	Orlando Sandoval & Donald E. Jacques Language Laboratory (Rooms 116 & 214)	Dr. Hinderman "School Staffing Patterns"
10:50 - 12:15	Lunch				
12:15 - 1:45 GPS I & II Daniel Valdes Room 109	Hispanic History and Culture - Daily				
1:50 - 3:00	Father Torres "Hispano Community in Denver" (Auditorium)	Film: "Nothing But a Man" 92 min. (Auditorium)	Rev. Austin Warner Member of "Denver 14" (Room 109)	Student Panel from Metro State "How Well Did High School Prepare You For College?" (Room 109)	Orlando Sandoval & Donald E. Jacques Language Laboratory (Rooms 116 & 214)

PLEASE NOTE: 12:15 - 1:45 on Tuesday -- Father Hart "The Church and the Hispano"

APPENDIX - 2 Program of Activities

DAILY SCHEDULE - EPDA Institute For Teachers of Disadvantaged Youth

WEEK: June 30 July 4	MONDAY 6/30	TUESDAY 7/1	WEDNESDAY 7/2	THURSDAY 7/3	FRIDAY 7/4
8:00 - 8:45 Gp I Donald Jacques Orlando Sandoval Room 111	(Elementary Conversational Spanish) - Daily				
Gp II Eugenia Berger Gwendolyn Thomas Room 113	(Early Childhood Education and Language Development in the Denver Negro Culture and Community Daily				
8:55 - 9:40 Gp II Orlando Sandoval Room 111	(Elementary Conversational Spanish) - Daily				
Gp I Eugenia Berger Gwendolyn Thomas Room 113	(Early Childhood Education and Language Development in the Denver Negro Culture and Community Daily				
9:40 - 10:05	Break				
10:05 - 10:50 Gps I & II Consortium Room 109	Dr. Hinderman "Banks Street College Project" (Film)	Mr. Robert Morton Whittier Systems Analysis Planning Project	Donald Jacques Orlando Sandoval Language Laboratory	Dr. Ralph Robinett "Comparative Linguistics" (See Separate Time Schedule)	
10:50 - 12:15	Lunch				
12:15 - 1:45 Gps I & II Daniel Valdes Room 109	Hispanic History and Culture - Daily				
1:50 - 3:00	Excursion: Larimer Square; "Theatre In The Square," Norwood Puppets present "The Reluctant Dragon"	John Trujillo "Parent Involvement In Minority Schools"	Mr. Sam Martinez Governor's Office Coordinator, Colorado Department of Economic Opportunity Topic: "Employment Problem	Dr. Robinett	

APPENDIX - 2 Program of Activities

DAILY SCHEDULE - EPDA Institute For Teachers of Disadvantaged Youth

WEEK: July 7-11	MONDAY 7/7	TUESDAY 7/8	WEDNESDAY 7/9	THURSDAY 7/10	FRIDAY 7/11
8:00 - 8:45 Gp I Donald Jacques Orlando Sandoval Room 111	(Elementary Conversational Spanish) - Daily				
Gp II Eugenia Berger Gwendolyn Thomas Room 113	(Early Childhood Education and Language Development in the Denver Negro Culture and Community) Daily				
8:55 - 9:40 Gp II Orlando Sandoval Room 111	(Elementary Conversational Spanish) - Daily				
Gp I Eugenia Berger Gwendolyn Thomas Room 113	(Early Childhood Education Language Development in the Denver Negro Culture and Community) Daily				
9:40 - 10:05	Break				
10:05 - 10:50 Gps I & II Consortium Room 109	Evaluation Questionnaire	Field Trip: Centro Cultural; "Zapotec: People of The Clouds" 935 W. 11th Avenue (Previous class will be dismissed at 9:30)	Ronald Makowski; Science; ESS; SCIS	Don Jacques - Orlando Sandoval Language Lab	Film: "Confrontation Dialogue" Lunch at "Casa Mayan" (Details later)
10:50 - 12:15	Lunch				
12:15 - 1:45 Gps I & II Daniel Valdes Room 109	Hispanic History and Culture - Daily				
1:50 - 3:00	Dr. Arthur Ludka Colorado Department of Education "Designing Education For The Future	Dr. Richard Koeppe Assistant Superintendent Denver Public Schools Criticism of Teachers	Fantasia Mexicana (Folk Dance Group) Mrs. Agnes Romero Director (Auditorium)	Dr. Spears	Graduation! (and issuance of Stipends) (Room 109)

APPENDIX - 3

Remarks of the Director at the Opening Session
EPDA Institute
June 9, 1969

Ladies and Gentlemen:

Welcome to the Institute. I hope that I will be able to say a few things this morning that will help us all to get underway on our common project, that of providing better educational opportunities for a very large number of elementary and secondary school pupils.

We are here because Congress passed and funded the Education Professions Development Act. I would like to speak briefly about the intent of this legislation. It is based upon experience with the results of previous legislation such as NDEA, and ESEA. It is based upon a realization that providing supplies and equipment, books, reducing class size; all of these things desirable in themselves, may not produce significant results. Something must happen to the teacher. Consequently, this Act contemplates the upgrading of those who work in the schools, whether the category be aide, teacher, trainer of teacher, or whatever.

The Act encourages programs that depart from conventional patterns. Programs should be designed to meet the urgent needs of educational personnel and to answer the aspirations of the people in our communities.

Through written answers to questionnaires and statements you made in interviews most of you said, in one wording or another, that you needed better communication with your pupils and their parents and neighbors.

Let me follow this thought with a few comments upon the Hispanic language and culture which is a major element in our program. Other institutes were funded in our metropolitan area, and each has a distinct orientation. I think of one devoted to the Afro-American, another to the problems of teaching, reading and so on. But you know from our announcements and conversations that we were concerned with bilingual education.

Everyone knows, of course, that communications are difficult enough when a common language is used. We know, too, that the large majority of the people of Denver, regardless of race or origin, speak English in their homes.

But we also know that an important number of children come to our schools without a knowledge of English--a small child will find himself in a language and cultural environment that is literally foreign to him. Some of us know from our own travel experiences the qualms and fears that came upon us, even as adults, when we stepped off a plane into a European, or African, or Asian environment.

We are listening to the members of our community who tell us that if we are sincere in our statements about equality, then we should do better in our curriculum with the history, culture, and language of important elements in our nation.

If some of you have not begun a study of Spanish we do not guarantee proficiency at the end of five weeks, but amazing things can be done by good instructors, and we have them. They have prepared materials that are unique and are designed upon local usage patterns. We hope that many of you will want to continue to learn and that opportunities can be made available.

We have staff members who can be helpful to you in understanding the Afro-American community and its educational needs. As we consider the composition of the schools you represent, we might add other groups. At least we are becoming aware of the versatile and flexible teacher, the diversified program that we need.

We hope that in all aspects of this Institute we will give attention to the learner and the learning climate. Let us face the fact that many of our serious problems grow out of fear. The teacher is afraid of the pupils and the community of differing culture and appearance. The pupil and the community, in turn, are afraid of the teacher, the school, and the Establishment. We all know that acts of aggression grow out of fear.

We will give attention to the syndrome of failure. We have set up a system that is almost impossible for some pupils to beat. From the outset, in the kindergarten or first grade, he is told, either directly in words or nonverbally through our attitudes, facial expressions, or whatever, that what he does is wrong. He doesn't speak correctly. His answers to questions and problems are wrong. We confirm our judgements by our tests, grading systems, and groupings. He is assigned to modified and remedial groups. Then we are hurt and surprised when he drops out as soon as he can legally--or before.

On the other hand most of us have read about the prophecy fulfillment studies. A teacher is told that a group is smart and capable. They seem to achieve satisfactorily, get better grades, and everyone is happier.

I should add, of course, that we must get to the parents as early as possible because they are as guilty as we in perpetuating the failure syndrome.

We hope those of you who work in the primary grades will pick up ideas about early childhood education that will be helpful. Many of us feel that this is our best chance of working with children and their parents; our best chance to break the cycle of poverty and failure.

A word about audiovisual materials. We will have some of the hardware and software for you to examine and study. If you regard them as useful accessories to your teaching that is fine. If you regard them as panaceas you will be disenchanted. I do not think there is anyone present who believes that we would have a good program if we built a new building following the best architectural knowledge we possess and equipped it through an unlimited budget with every device on the market. We have computer systems available, too, that can work out various matters of scheduling and utilization of personnel. Many of us can cite examples of where these procedures have produced no measurable results.

So we come back again to the intent of the EPDA and what I think is the personal philosophy of everyone present. That is that American education will only improve to the extent that we teachers become better human beings who relate to other human beings.

You are here as participants. By that we are implying an active not a passive, role. You are not empty vessels to be filled with information. If you go away from here with ideas, many of them will undoubtedly come from your sharing of your experiences. I hope our staff members will set an example that will be reflected in your procedures when you return to your schools. We become too often so absorbed in our active teaching role that the pupil sits much of the day a passive listener. If we have predilections for what we sometimes call the academic program, we wonder why so many kids find satisfaction and fulfillment in the shops, studios, music room, and the playground.

I am sure that I have already set an example of talking too long and most of you probably turned me off some minutes ago. I would like to introduce my associates. I think that they have ideas that will excite you so much that you will find it hard to wait until September to try them. Perhaps, most of all, I hope that at times they will irritate you and make you feel uncomfortable. Much of what we have learned in the last few years has been expressed to us in strident voices. That was because we had turned off hushed and well-modulated tones. None of us likes to be confronted with "demands." We diplore acts of violence. But some have brought about reforms that were long overdue. I'm sure that our Metro associates will relay to you concerns prevalent in the colleges that are becoming increasingly evident in our secondary schools.

APPENDIX - 4

EPDA Institute For Teachers of Disadvantaged Youth

EXCERPTS FROM PRESENTATIONS
BY
GUEST SPEAKERS

By

Pat Lunn
June 9 - July 11, 1969

TITLE III AND BRUSH-UP PRESENTATION (June 13, 1969)

Mr. Will Howard and Mr. Clyde Langley

Will Howard (Denver Public Schools), and Clyde Langley (liason between Denver Public Schools and Model Cities Program) explained two federally - funded projects by way of a film and a film strip. Mr. Howard showed an 11-minute film on a cultural understanding program funded by Title III of the Elementary and Secondary Education Act. The program involved grouping volunteer classes of elementary age students (predominantly Anglo classes with predominantly minority classes), and bringing these groups to cultural events, many of which pointed out the heritage and culture of our ethnic minorities.
Mr. Langley showed a film strip on the Brush-Up Program, a summer program funded by Title I of the ESEA. The program, for elementary age children (there will be more than 900 involved this summer) involves three days a week of class work, and two days a week of trips for experience enrichment.

USE OF THE VIDEO TAPE RECORDER (June 18, 1969)

Dr. Gene Waldman

Dr. Gene Waldman, of the State Department of Education, briefly spoke about the video tape recorder, and then showed some slides about operating the equipment. He said that the equipment is useful in that it allows the student to view himself objectively, rather than through the eyes of another person who has already formed an opinion about him. The initial cost of the equipment is relatively high (about $2,000 for a minimum set-up), but it does not cost much to operate. The tapes can be used over and over again. Dr. Waldman stressed that the cost can be justified in terms of the equipment's usability and versatility. Many attachments can also be purchased.

The slides showed that the equipment, which looks complicated, is not difficult to operate. At the junior and senior high school level, additional equipment can be used to teach techniques of television screening. Dr. Waldman showed slides of a Sony outfit. He mentioned this brand name because it is relatively easy to operate, and because there are many such outfits in the Denver Metropolitan area. (Tapes made on one kind of machine cannot be played on another.)

HEALTH PROBLEMS OF THE MIGRANT POPULATION (June 20, 1969)

Miss Terri Mulcay

Terri Mulcay, a Public Health dental hygienist who cooperates with the State Department of Education in migrant education, spoke to the Institute about the health problems of the migrants.

The rural poor in this country have, for example, 20 years lower life expectancy than other Americans. They have 200% higher incidence of pneumonia, and 260% higher incidence of tuberculosis. These problems are aggravated by poor diet and poor housing.

Health problems are doubly hard to solve for the migrant because their attitude towards sickness is different than ours. Health is not a priority to them, but a luxury. People are not considered sick until they are unable to go to work. The migrants have little access to information on health; they believe many diseases to be inevitable which can, in fact, be prevented. They often practice self-medication.

Public Health officials are now trying to reach the migrant population with health information and medical care. Programs have been set up which take into account the life-style of the migrants (paternal authority, extended family, love of children, early maturity, deference to authority). A nutritionist has developed a recipe book which emphasizes making high-protein meals with foods such as beans and corn meal. A new movie about a boy's visit to a dentist, narrated in Spanish, tries to present a less cold and institutional picture of a dentist's office than most migrant's hold. Miss Mulcay left some health materials which have been developed for the migrants, for the group to see.

THE HISPANO COMMUNITY IN DENVER (June 23, 1969)

Father Joseph B. Torres, S. J.

Father Joseph Torres, assistant for Hispano affairs to Archbishop Casey of Denver, spoke about the background and culture of the Spanish-speaking population of southern Colorado and northern New Mexico. (A great number of Denver's Hispanos come from this population.) He said that Anglos make assumptions about these people (e.g. that poverty is correlative with stupidity) without knowing their background.

The Spanish-speaking people of southern Colorado and northern New Mexico went to this area as settlers from Mexico. After the collapse of the Spanish empire, they were abandoned in an arid land as "cultural, political, and socio-economic orphans." Families were isolated from one another and from the outside. Generations grew up in extended family units, were given much physical attention and love, and felt close to all of their relatives. There was no need in these family units for labor unions, political parties, laws, or organized religion. Neither were there the capital, ecological pressure, or the technological pressure that create "progress." When these people had their land taken from them, and when their subsequent employment in the mines and on the cattle farms was eliminated by automation, they had no choice but to go to the cities in search of work, where the life-style was radically different from what their background had prepared them for.

"NOTHING BUT A MAN" (June 24, 1969)

(Feature Film)

The movie "Nothing But A Man" is a moving and convincing look at the plight of the Negro in the modern South. The plot of the picture is simple, almost trite. It concerns the courtship and marriage of a young Negro couple. The man is unable to accept the degradation and emasculation which life in a small Southern town forces on him, and he tries to fight back. None of the situations in which he involves himself is truly original, yet the viewer finds himself engaged by the immediacy of the narrative. There are no sets; all photography is done in the shanties of Southern towns; the sound track consists of street and house sounds with a flavoring of Motown music. The acting is excellent. The result is that the viewer is brought to sympathize with the problems of the characters, whatever his background.

STUDENT PANEL (June 26, 1969)

A panel of Negro students from Denver, all of whom had just finished their freshman year at an area university or college, spoke informally to the group about how well high school had prepared them for college. They were in substantial agreement on all of the following points:

1) More of the academic basics should have been covered in high school, so that freshman survey courses would not have been so difficult. The panel felt that many of the other students with whom they had to compete had had better backgrounds in the academic basics.

2) College prep courses should teach better study habits, and particularly better reading habits. The panel found the amount of required reading to be distressingly greater than that required in high school.

3) The panel liked the track system, because it enabled them to better prepare for college, but they were resentful that so few students were considered eligible for the college prep courses. They warned that counselors and teachers should not make the assumption that few minority students are able to go on to college.

Student Panel (cont.)

4) The social life in high school was a better preparation for college than the academic life.

5) The more "academic" high school courses should be taught in a more structured, basic, and sequential manner; they should be open to more students; and they should be made more attractive.

6) Counseling services are in great need of improvement. The panel felt that few counselors (the few exceptions were much praised by the panel) had or took the time to really know their students. One result is a lack of interest in college; another is the spawning of many misconceptions about the difficulty of college.

PARENT INVOLVEMENT IN MINORITY SCHOOLS (July 1, 1969)

Mr. John Trujillo

John Trujillo, a teacher in the Denver Public Schools, spoke about a project of the Congress of Hispanic Educators (CHE) in the neighborhood of the Fairview Elementary School, an area heavily impacted with Hispanos. The CHE workers went on the assumption, which was to be borne out, that the parents were concerned about what was happening in school. They tried to do two things: (1) socialize the community, and (2) acquaint parents with teachers, and vice-versa. CHE decided it would be much more effective to concentrate their efforts in one area, rather than to have a few teachers working in each school.

The first project of the CHE workers was a fiesta for the parents. School social workers and teacher aides acted as go-betweens, and every effort was made to allow the parents to take the initiative in planning. Parents provided entertainment and helped cook the food. They decorated the hall where the fiesta was held (in a church basement, to avoid whatever restraints may be connected with more formal school functions). Members of CHE were each assigned some families to contact and provide with transportation. High school members of Hispano organizations were used as baby sitters. Parents put in time, but no money, as CHE assessed itself for the cost.

The fiesta was a great success, but CHE plans to "phase out" of the Fairview area after several functions, including a Mexican Christmas party, during the next school year. It is hoped that a socialized community, the faculty at Fairview, and a small advisory board from CHE will continue to plan more functions that will unite the school and the community. CHE plans to work in other school communities after this project.

SYSTEMS ANALYSIS PLANNING PROJECT (July 1, 1969)

Mr. Robert Morton

Robert Morton, principal of Whittier Elementary School, spoke on a systems analysis planning project which he has helped to develop. Out of a recognized need to develop a system whereby a school staff and a school community can make educational plans, and to create a different program for each school, a group of teachers and administrators have been trying to apply the systems analysis to educational planning. If they are successful in their pioneering work, many Denver Public Schools may use this method.

Systems analysis is an elegant and complicated method of taking all varibles into account and maximizing their effectiveness. The first step is "perting" (Program Evaluation Review Techniques): making a sequential list of things to be done, who can do them, and which things can be done simultaneously. The result of perting is a "network," a visual layout of work to be done. The second step is a time-cost estimating feature. It attempts to find the best balance between amount of time spent and amount of money spent (low cost - long time; high cost - short time). Once needs have been analyzed, they are implemented through an 8-step systems cycle: need, objectives, constraints, alternatives, implementation, evaluation, modification based on feedback.

What is being sought is a comprehensive model whereby any school can write a complete program of planned education to meet its special needs. The community is brought into and shares in the planning from the very earliest stages, before the data is processed. It is hoped that the systems analysis approach will avoid piecemeal improvements and meaningless or too-rapid evaluations. This approach is being tried in two minority schools (Whittier and Boulevard), but it was stressed that systems analysis has potential for any kind of school.

DESIGNING EDUCATION FOR THE FUTURE (July 7, 1969)

Dr. Arthur Ludka

Dr. Arthur Ludka, Colorado State Department of Education, Coordinator for the "Designing Education for the Future" committee, spoke about the project which was recently finished after 3½ years of research. The 8-state (Colorado, Idaho, Montana, Wyoming, Nevada, Utah, Arizona, and New Mexico) project was an attempt to, first, predict the changes in society in the next 10 - 15 years and, second, to suggest respondent changes in the educational system. In all phases of the planning, lay people as well as professional educators were consulted with.

As the Committee sees it, the watchword for the future will be "change." There will be important innovations in technology, medicine, genetics, Designing Education For The Future (cont.)

economics, and almost every other area. The schools will have to stop isolating themselves from other institutions, and realize that education in the future will have to involve the entire community as educators. Education will have to take advantage of teaching machines, and all available technological innovations to keep up.

PROGRAM AT CENTRO CULTURAL (July 8, 1969)

Mr. Gilbert Martinez
Mr. Tony Shearer

Gilbert Martinez, director of the Centro Cultural and a Chicano, who started out working in the beet fields, spoke about his experience in becoming sensitized to the needs of his people. Tony Shearer, formerly a newscaster with KLZ and now a worker with the Centro, showed a slide and tape presentation about the pre-Conquest Indian Cultures of Mexico. The program, prepared entirely by Mr. Shearer after years of research, traces the Quetzalcoatl legend through the Zapotec, Toltec, Mayan and Aztec cultures, with primary emphasis on the Zapotec holy city of Monte Alban in Southern Mexico. The presentation is an attempt to inspire pride among Mexicans and Chicanos of Indian heritage, and to inform the audience of the achievements of the Mexican Indian cultures. It was followed by a few protest songs sung by a Blackfoot Indian man who will appear with the presentation, "Zapotec: People of the Clouds" when it goes on tour.

The Centro Cultural carries on a full program of cultural activities, including Hispanic and Indian music, dancing, and art; and language classes for children who speak only Spanish.

FUTURE PROSPECTS FOR DENVER PUBLIC SCHOOLS (July 8, 1969)

Dr. Richard Koeppe

Dr. Koeppe, Assistant Superintendent in charge of The Division of Education, Denver Public Schools, expressed his appreciation to the participants for their desire to better understand and teach the minority children. All over the nation, teachers are being criticized unmercifully for "failing the minority child". These allegations testify to the importance of education. Teachers who remain in minority schools deserve praise for their dedication, rather than censure. Ten years ago, the plight of the minority student was "swept under the rug", but this very Institute is a testimonial to the changing awareness in the nation. We now "tell it like it is". We recognize the need to change. The central administration is aware of the difficulties of teaching in the "target" areas, and the needed changes must occur from the "bottom" up. This is a reversal of former patterns. An important role of the central administration is to encourage change and allow it to occur. We are examining the aspects of centralization and decentralization and are in the process of redefining roles in order to decentralize decision making. We must and are involving more and more people in the process of making decisions. Following Dr. Koeppe's general remarks, he answered questions from the audience.

APPENDIX - 5

EPDA Institute For Teachers of Disadvantaged Youth

CURRICULUM DEVELOPMENT
for
MANUAL HIGH SCHOOL

By

Alfred Prud'homme
July, 1969

Curriculum Development for Manual High School - Summer 1969

I. Pre-Professional Program

The Pre-Professional program is designed to give participating students exploratory experiences in seven vocational areas. These areas have been selected because of their wide opportunities for employment possibilities. Students will go to various businesses and institutions in the Denver area during a three period block of time. This program utilizes the resources of the community as a learning laboratory. The following areas will be explored:

Law Sequence

The law sequence is designed with a two-fold purpose. An introductory course is offered with the purpose of giving as many students as possible an exposure to both the theoretical basis for a society of law and to the everyday operations of our legal system. Interpretation and explanation of civil and criminal law follow an analysis of our constitutional system under the related topics of freedom, power and justice. The three latter courses will build upon the student's preliminary knowledge of law primarily through a variety of "exposure" experiences. By making the student knowledgeable concerning the workings of the legal system, it is hoped that he will be less easily exploited in any area of his life that has legal overtones.

Allied Medical Services

This program will provide exploratory experiences for students in the broad area of medical services. Areas for exploration and extent of pupil involvement are being planned with personnel of the University of Colorado Medical School. Areas involved require preparation for positions demanding from six weeks beyond high school to nursing and doctor degrees.

Elementary School Education

A series of exploratory experiences for Manual students is being planned with neighboring elementary schools. Students will assist in classroom and supervisory situations, as well as work with the more intimate one-to-one relationships with elementary school children. Experiences will include involvement with the principal, nurse, social worker, and the Classroom teacher.

Pre-Engineering Experiences

This program will provide the setting for vocational exploration over the entire spectrum of engineering. The University of Denver School of Engineering will provide the students with laboratory experiences utilizing the latest equipment, as well as lectures from knowledgeable men on ten latest industrial and research developments in all phases of engineering. Classroom work will provide for unification, and expansion of these experiences.

Business Experience and Data Processing

The Mountain States Telephone Company offered cooperation and facilities to provide students with firsthand experience in all phases of business operation and management. Students will be exposed, by a rotation of plan, to seven different divisions of the telephone company. Classroom work will supplement these experiences with instruction on calculators, calculator methods, business techniques, and clarification of theory encountered in the rotation program.

Data Processing, through an installation at Manual, will provide experience and training for entry-level jobs in the field. Specifically, training will be provided for key-punch operators, unit records equipment operators, computer operators and computer programmers as well as operators in systems design and analysis. The same equipment will also serve to stimulate interest in mathematics and science through computer applications to these fields.

Communication Media

Students in this program will be able to experience the functioning of all facets of communication media. They will be involved with the technical personnel who work in the T.V. studio, as well as with the writers, producers and directors. Channels 6 and 7 will assist in this program by providing resource persons and facilities. Special equipment, it is hoped, will be available for practical experience at Manual. Radio broadcasting and the allied vocational opportunities will also be explored. The students will actually be involved in creating television and radio productions.

Aero Space Program

The Aero Space program is designed as an introductory program to familiarize students with the opportunities in the total field of aviation and F.A.A. ground school curriculum. The building and test flight of an aircraft will be included in the course. The resources of local aircraft manufacturers, United Air Lines, and commercial flight schools have been enlisted so that students will be able to see the academic disciplines of mathematics and science, as well as industrial art skills at work as they construct and maintain an aircraft. Confidence will be developed to encourage hesitant students to look into the challenging and over growing field of aviation, which to them, is relatively unknown.

II. Other Curriculum Development

Other Curriculum Development includes the following areas:

Hispanic Cultures and Contributions

Hispanic Cultures and Contributions began as one semester course. Because of the many requests by students for a second semester, and because of the abundance of material, it was desirable to expand the course into two semesters.

Hispanic Cultures and Contributions (cont.)

The first semester will include an anthropological study of race which should erase any racial myths and fallacies that the students may possess. This is followed with the study of the history and cultures (literature, music, customs) of both Spain and Mexico. The second semester will consist of the study of the history and culture of the Southwestern United States (Colorado, New Mexico, Arizona, California, Texas) and a special section devoted to "Today." The "Today" section will cover current issues and problems. Hispanic organizations and personalities will be explained and introduced to the students so that they may develop an understanding of and pride in their Hispanic heritage and themselves.

Basic Math 3

The needs of the senior high school student, with a record of non-success in the area of mathematics, have largely been approached with remedial material and sense of futility. In the last few years, however, a new program has been tried in scattered cities throughout the country. Because of their own dissatisfaction with the Basic Math material, and an awareness of student futility, the members of the math department of Manual High School started an investigation of these existing programs during the summer of 1967. It was found that the characteristics of the students trying to be reached, (pattern of failure, short attention span, high absentee rate, poor reading ability, lack of motivation and lack of understanding of the real nature of a mathematical problem) and those which the designers of existing programs had in mind were almost identical.

The Mathematics department started to write the lesson plans and student projects based on the following outline:

1. Unit Per Day Plan
2. Local Business Problems
3. Flow Charting
4. Multi-Sensory Aids

With the use of the materials developed the mathematics department hopes:

1. To increase the proficiency in the use of the fundamental skills of arithmetic.
2. to relate the skills of arithmetic to situations familiar to the students.
3. to replace the rigidity of subject matter with as much flexibility as possible.
4. to provide a feeling of student involvement in all projects.
5. to more nearly accomodate the erratic attendance patterns of the students.

Career American History 1 and 2

The purpose of this summer's work on Career American History 1 and 2 has been to rewrite, add to, and revise units and lessons from the previous year.

Career American History 1 and 2 (cont.)

A number of lessons have been expanded, and have added an entirely new unit on Colorado History. Some units have been expanded so that more information on minority peoples of the United States could be included in the course study. A number of lessons have been added using new tapes and film strips. The library will be utilized more this year for students use on lessons requiring reference materials.

Career Social Studies

This summer's work consisted of revising, modifing and adding to last year's career social studies program. Several of the units were vague and uninteresting. The objective of the writing was to attack the present program and give some different views which should make it more interesting to the career social studies students.

A number of aids have been collected to help give the program greater impetus this fall such as slides, films, tapes and scheduled interviews. Units one and three were completely revised, and a unit has been added on the world of work. It's titled The Turner Career Guidance Series.

Plans for a Media Center

With several new specialized programs starting at Manual High School during the 1969-1970 school year, this school year is an appropiate time to establish a media center. During the summer the audio-visual instructional materials were sorted and cataloged. Cards were made for these items and these cards will be incorporated into the central library card catalog. The information on each card will give the code letter for each media, assigned Dewey decimal number, and the location of this material. The departments which will have instructional materials cataloged are science, music, social studies, English and physical education.

All audio-visual equipment was gathered together, assigned and labeled with an identification number, school name, and serial number. Inventory cards were made for each piece of equipment. These cards will be kept both in the audio-visual office and in the library. Also a check-out system was devised for this equipment and check-out cards made for each piece of equipment. Thus in the fall both equipment and instructional materials will be ready for immediate check-out and use by teachers and students.

APPENDIX - 6

TEAM TEACHING

Dr. Roy A. Hinderman
June 11, 1969

DEFINITION

Team teaching is one means of improving learning by making use of the strengths of each teacher and auxiliary, and by capitalizing on the cohesiveness and unity of the team as a whole. Flexibility is a cardinal virture, and rigid definitions should be avoided.

Following are some quotations of significance to team teaching:

> Teaching is a social process. Beasically, learning in the schools is gained by one individual gathering in the knowledge of another. The quality of this one person, the teacher, is, then, of central importance. Clearly, maximum effort should be placed on improving selected and trained; improving the manner in which his time, skills, and teaching aides are used; improving the conditions in the educational world so that the superior teacher remains in it and attracts to it others of like quality.

Francis Keppel, "The School and University Program for Research and Development, Introductory Statement" (Cambridge, Mass.: Harvard University-SUPRAD, mimeographed, 1958), p.5.

The important point here is to make the best use of each teacher's strengths, and to help him improve them as time goes on. Judson T. Shaplin has this definition

> Team teaching is an effort to improve instruction by the reorganization of personnel in teaching. Two teachers are given responsibility, working together, for all, or a significant part of the instruction of the same group of students.

Paul Woodring and John Scanlon, ed., American Education Today (New York: McGraw-Hill Book Company, 1963), pp. 211, 212.

Two persons represent the smallest team, and many times a very effective one. Compatabilility, cooperation, enthusiasm, and unity are the foundation stones. Dean and Witherspoon comment on team teaching as follows:

> The heart of the concept of team teaching lies not in details of structure or organization but more in the essential spirit of cooperative planning, constant collaboration, close unity, unrestrained communication, and sincere sharing. It is reflected not in a group of individuals articulating together, but rather in a group which is a single, unified team. Inherent in the plan is an increased degree of flexibility for teacher responsibility, grouping policies and practices, and size of groups, and an invegorating spirit of freedom and opportunity to revamp programs to meet the educational needs of children. In a sense, it might be said that the proponents of the movement question administrative and organizational restrictions of the past, and hold that school administration exists primarily as a service medium, not as a control medium.

Stuart E, Dean and Clinnette F. Witherspoon, "Team Teaching in the Elementary School," Education Briefs, No. 38 (Washington: U.S. Department of Health, Education and Welfare, Office of Education, January, 1962), p. 4.

Team unity, flexibility, good grouping, inspiration, and freedom are key words in team teaching.

CHARACTERISTICS AND SCHEDULING

Basic items for consideration in organizing and operating a team:

1. A team may have from 2 to 5 or more members responsible for from 50 to 125 or more pupils in one or more subjects and grade levels.
2. Teams usually have a leader, teachers, and auxiliary personnel.
3. Teams accomodate auxiliary personnel and beginning teachers by providing for induction, supervision, and observation of experienced teachers at work.
4. Planning, teaching, and evaluating are team functions.
5. The unique ability of each team member is emphasized.
6. Continuous pupil progress, or non-gradedness, is promoted by team teaching, and vice-versa.
7. Pupil needs require scheduling for individual teaching, small and large group instruction, and independent study.
8. Flexible scheduling usually is part of team teaching.
9. Teaching aides are commonly used in team teaching.

The outstanding characteristics of members of a teaching team are: making modifications, improvements, refinements; and maintaining a deep sense of personal commitment to the learner; and maintaining unity.

DIRECT BENEFITS

1. Diagnoses, plans, and evaluation procedures are generally better when they are made by a team than they are when made by an individual teacher.

2. The quality of teaching and learning usually improves when team members observe other teachers as they teach, and share the teaching of a class with another teacher.

INDIRECT BENEFITS

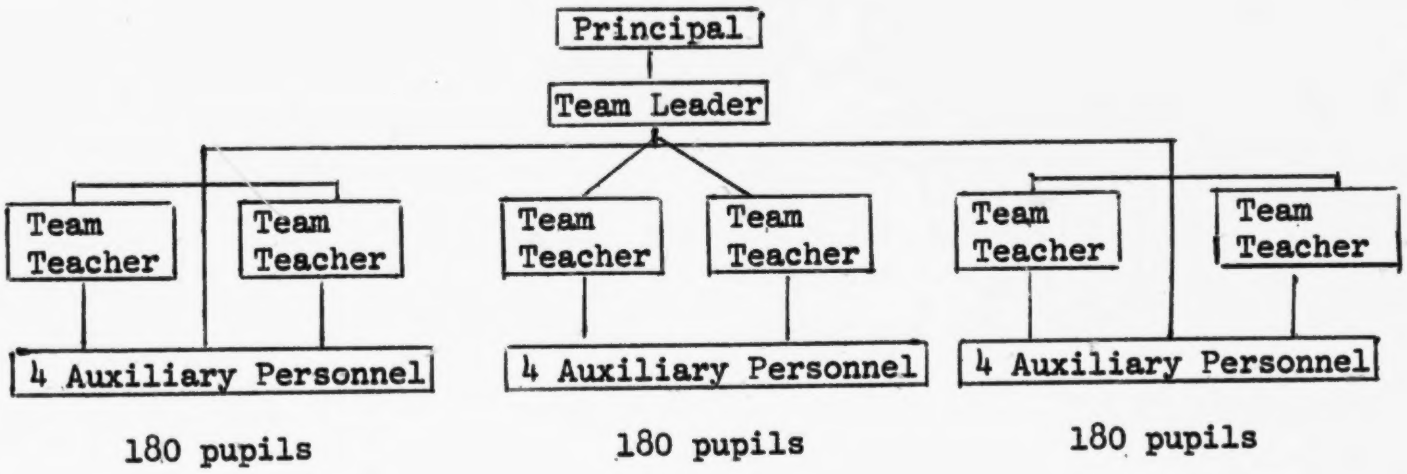
1. Teacher training is improved by learning through doing.

2. The organization of the team improves supervision, and ultimately instruction.

3. The utilization of auxiliary personnel frees teacher time for higher types of instruction, improves communication, and gets more to try to learn.

NEW CAREERS

Team Teaching Organization


Principal
Team Leader
Team Teacher
Team Teacher
Team Teacher
Team Teacher
Team Teacher
Team Teacher
4 Auxiliary Personnel
4 Auxiliary Personnel
4 Auxiliary Personnel
180 pupils
180 pupils
180 pupils

National Study:

-one teacher's salary equals 2 1/2 salaries of auxiliary personnel

-one teacher and 2 auxiliary personnel care for 60 pupils with the adult to pupil ratio at 1 to 20

-one-fifth of a teacher's salary is available for salary increases

-pupils learn more, try harder

-teachers and auxiliary personnel can attain higher salaries with much lighter impact on the budget

-taxpayers are given noticeable financial relief as compared to present tax rates and future tax rates, when based on present staffing procedures.

-new, dedicated, and proficient individuals are inducted into teaching.

New careers are: team leader, team teacher, auxiliaries.

LARGE GROUP INSTRUCTION AND MEETING INDIVIDUAL NEEDS

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EXAMPLES OF TYPES OF MATERIALS AND ACTIVITIES THAT ARE APPROPRIATE EITHER TO LARGE OR TO SMALL GROUPS

	LARGE	SMALL
Reading	Extension of vocabulary Dramatization Choral speaking Testing	Phonics Oral reading Building of vocabulary (vocabulary development) Testing
English	Introduction of new skills Presentation of oral reports Reinforcement of skills Testing	Remedial instruction Creative writing Preparation of oral reports Preparation of school newspaper Testing
Spelling	Introduction of new words Written practice Testing	Clarifying the meaning of words Analysis of words Extension of vocabulary for able Reduction of vocabulary for slow Testing
Handwriting	Introduction of letter form Improvement of common errors Practice	Remedial instruction
Social Studies	Introduction to units of study Clarification of concepts Concluding activities of unit Testing	Study skills Preparation of projects Research Simplification of material Testing
Science	Introduction to tunit of study Demonstration of experiment Concluding activity of unit Testing	Experimentation Recording of experiment Research for reports Reinforcement of basic skills Testing
Arithmetic	Introduction of new skills Clarification of concepts Testing	Extension of skills for able Simplication of terms and conconcepts for slow Remedial instruction Testing
Library	Story telling by teacher Presentation of book talks Appreciation of poetry Introduction of library skills	Individual research Refinement of skills Deepening of appreciation Training of pupils as aides
Physical Education Art Music	Special subject teams are not teams in the technical sense but they collaborate in planning activities involving all children in a team	

Pupils, Patterns, and Possibilities (Pittsburgh, Penna.: Board of Public Education, 1961), p. 13.

APPENDIX - 7

EPDA INSTITUTE FOR TEACHERS OF DISADVANTAGED YOUTH

Auxiliary Personnel in Education

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June 1, 1969

Auxiliary Personnel in Education

Planning for the Use of Auxiliary Personnel

Teachers, teacher organizations, principals and other professionals in a school system should be involved early in the process of planning for the use of auxiliaries in a school program so they may be a part of the decision making and interpreters of those decisions to the community. Pre-planning for the use of auxiliaries should include the formulation of personnel policies to govern the selection, employment and assignment of teacher aides, counselor aides, and home-school liaison aides.

A variety of sources of funds exist which will assist school districts in the development of auxiliary programs. Education Professions Development Act of 1967 provides for the training of aides and Title I of the Elementary and Secondary Education Act can provide funds for these purposes.

Recruitment, Selection and Placement

Persons with only an elementary school background have been used with good results for the children they serve and, as a by-product, good results for themselves. Another source of auxiliaries is the high school graduate who may see the position as permanent employment or as an interim position as he pursues higher education. Others are those who have had college in their background, whose children are grown and who seek new and satisfying work.

The foregoing indicates that auxiliaries have a variety of backgrounds and experiences, and that placements should be made with care and consideration.

It is important that the auxiliary be one who can fit in with the teacher's scheme of things in an harmonious manner.

At first, auxiliaries usually work in a general way, serving different teachers who wish to have assistance. Then, after a period of time, individual teachers request the services of auxiliaries on a permanent basis.

The auxiliary should have the opportunity to accept or reject a teacher's request for his services because good working relationships are built on the mutual desire of individuals to work together.

Preliminary Education

Auxiliaries are new to the public schools and before they become a part of the classroom team, they will prepare for the roles they are to perform. The preservice training is determined largely by the roles aides will be expected to perform and the resources available to the school district. If it is possible, the training program should be planned cooperatively by institutions of higher learning, the school district, the professional staff of the schools, and the participants in the program.

After job descriptions have been prepared, some decisions can be made about how to proceed with the preservice training. The program should contain a strong reality component so the aides may acquire enough skill to perform adequately when faced with real tasks.

If, for example, the aides will assist children as they use a controlled reader, they will need to be familiar with the device and its proper use. If the aide will be visiting parents at home, he will need to know why he makes these home visits, the types of information to seek, a good procedure for getting the information and what to do with the information once he has it.

Some common elements found in many preservice programs are: (1) Human Growth and Development, (2) The Educational Team, (3) Skill Training for the Job, (4) Goals of Our School, (5) Professional Ethics.

To bring about the most harmonious working relationships between aides and teachers, the teachers should be directly involved in the training of the aides. To do this, the teachers will find it necessary to explore the new orientation of their own professional tasks. Since the aide can take responsibility for many of the routine tasks, the teacher will have more

The on-the-job sessions themselves can be of two types. The first type has a direct work orientation where teachers and aides may meet after school or they may meet during the day for one or two sessions a week. These sessions can be devoted to such things as classroom management or even to learning what skills are taught in a basic reading program.

The second type of program would be conducted by the college on campus or through extension services at night and at the option of the aide. This type of program can lead the aide to better qualifications and eventually to professional certification if he desires it.

Major Functions of Auxiliaries as Determined by Experimentation

It is probably unwise to set distinct, specific task designations for aides. The changing nature of school and society will create new roles for aides and make others obsolete. For this reason continuous evaluation of aides within a particular school setting will produce an ever-changing role for aides. A major function aides can perform is that of making instruction more personalized for the individual student.

Aides can also help in the process of communication with students. Cultural and language backgrounds of students are often dissimilar to the backgrounds of teachers. Because of these differences, communication is often difficult and frequently impossible. Aides who come from the same background as the students can often provide that communication link between teacher and pupil which is necessary to bring about the pupil's educational growth and development.

The functions of aides at both the elementary and secondary level will generally follow rather similar activities. The main differences between the two levels will be determined by the nature of the school itself. For example, what an aide does in a modular-scheduled secondary school might be far different from what it would be in a traditional four-year high school. There would also be a difference between a secondary school organized in either of these ways and an elementary school with self-contained classrooms or some other pattern of organization. One of the more obvious elements of the secondary school which would alter the functions of aides lies in the greater complexity of subject matter.

The following functions for teacher aides are given as general suggestions:

* A. Assist with instruction in the classroom.

1. Taking charge of a small group while teacher works with another group.
2. Listening to pupils tell stories.
3. Routine instructional drill.
4. Check on individual's progress.
5. Make-up work.
6. Filing.
7. Grading papers.
8. Play games with pupils.
9. Show films.
10. Help young children with overshoes, hats, etc.
11. Help supervise field trips.
12. Record grades.
13. Locate materials to supplement units or projects.
14. Read themes.
15. Give special attention to problem pupils.
16. Take attendance.
17. Help pupils improve special skills.
18. Help pupils work together harmoniously.
19. Operate and show pupils how to operate audio-visual equipment.
20. Housekeeping chores (not custodial).

21. Collect money.
22. Supervise study.
23. Prepare bulletin boards.
24. Care for laboratory equipment.
25. Help with programmed instruction.
26. Act as native speaker in foreign language class.

B. Assist with home-school interaction.

1. Visiting parents of children who are new to the community.
2. Reporting to counselor and/or teacher problems observed in home visits.
3. Taking children home when they become ill.
4. Visiting parents when excessive absences occur.
5. Working with pupils who are upset and cannot remain in classroom.
6. Helping plan parent meetings.
7. Reporting parents feelings about school.
8. Helping parents understand how children learn and develop and relating this to homework.
9. Assist in recruitment of kindergarten and preschool pupils.
10. Visit parents of migrant children to help bring their children to school.
11. Answer parent phone calls and refer them to proper person.
12. Communicate with illiterate parents who cannot read the school's written messages.
13. Follow-up on pupils whose examination shows need for glasses, hearing aids, medical treatment or dental care.
14. Communicate with parents who do not speak English.
15. Develop in parents good attitudes toward education.

16. Helping remove undue parental pressure on pupils from status seeking homes.

C. Assist with counseling.

1. Clerical work.
2. Routine program functions.
3. Assist in gathering and recording pupil information.
4. Administration and scoring of tests.
5. Liaison with pupils' homes, business and industry.
6. Provide information to pupils.
7. Listen to pupil problems and in-school referral.
8. Follow-up on pupils remaining in community.
9. Tabulation of studies.
10. Scheduling pupils.

D. Assisting with resource center or library services.

1. Preparing audio-visual materials at the request of teachers.
2. Filing and cataloging materials.
3. Operating movie projectors, slide projectors, tape recorders, etc.
4. Operating duplicator.
5. Typing.
6. Prepare instructional materials.
7. Make book cards for books.
8. Check out materials and books.
9. Collect fines.
10. Help pupils select books.
11. Order materials from publishers.
12. Help prepare bibliographies.
13. Supervise pupils.

14. Shelve books.
15. Maintain equipment.
16. Deliver sets of materials to classrooms.
17. Supervise library at night and on weekend.
18. Staff library during summer.

E. Assist with technical services.

1. Operate key punch and computer equipment.
2. Provide special vocational technical skills not usually possessed by teachers, e.g., radar specialist.
3. Assist with inventory and accounting.
4. Assist with scheduling of events.
5. Assist with eye and dental examinations.
6. Produce art work for locally developed materials.
7. Prepare statistical reports.
8. Assist in purchasing.
9. Make color transparencies.
10. Closed circuit T.V. technician.
11. Electronic circuit maintenance.

F. Assist with general school services.

1. Clerical work.
2. Supervise in halls.
3. Cafeteria supervision.
4. Playground supervision.
5. Parking lot supervision.
6. Bookkeeping.
7. Typing.
8. Baby sitting at parent meetings.
9. Office aide.

10. After school study room supervision.
11. Escorting pupils from place to place.
12. Checking and storing incoming supplies.
13. Score standardized tests.
14. Supervise school bus.
15. Supervise athletic events.
16. Maintaining cumulative record folders.
17. Supervise bus loading.

Career Development for Auxiliaries

Fifteen demonstration training programs for auxiliary school personnel were studied by Bank Street College of Education for the Office of Economic Opportunity in 1966-67.

**Some major findings are:

1) When carefully selected, continuously trained, and appropriately placed, low-income auxiliaries with minimum prior schooling seemed capable of assisting directly in the learning-teaching process with benefit to: pupils, teachers, administrators, home-school relations, and to auxiliaries themselves as workers and persons.
2) Training -- preferably team training of teachers and auxiliaries who would be or were working together -- was seen as the essential to the effective use of auxiliaries.
3) Job definition was obviously necessary to set limits, but in the most successful programs such specifications were applied flexibly, to meet the needs of each learning situation.
4) Career development (assurance of stable employment, opportunity for advancement, and training at each step in the job sequence) was found to be least in evidence, although most crucial, in school systems throughout the country.

Possible Stages in Career Development of Auxiliaries:

**1) AIDE such as:	Illustrative Functions	Training Suggested
General School Aide	Clerical, monitorial, custodial duties.	Brief orientation period (2 or 3 weeks) in human development, social relations, and the school's goals and procedures, as well as some basic skill training.
Lunchroom Aide	Serving and preparation of food, monitorial duties.	
Teacher Aide	Helping teacher in classroom, as needed.	
Family Worker or Aide ..	Appointments, escorting, and related duties.	
Counselor Aide	Clerical, receptionist, and related duties.	No specified preschooling required.
Library Aide	Helping with cataloging and distribution of books.	

2) ASSISTANT such as:	Illustrative Functions	Training Suggested
Teacher Assistant	More relationship to instructional process.	High school diploma or equivalent; one year's inservice training or one year in college with practicum.
Family Assistant	Home visits and organizing parent meetings.	
Counselor Assistant	More work with records, listening to children sent from class to counselor's office because they are disrupting class.	Both can be on a work-study basis while working as an aide.
Library Assistant	More work with pupils in selecting books and reading them.	

3) ASSOCIATE such as:	Illustrative Functions	Training Suggested
Teacher Associate	More responsibility with less supervision by the professional.	A.A. degree from two-year college or two-year special program in a four-year college.
Home-School Associate ..		
Counselor Associate		Both can be on work-study basis while working as an assistant.
Library Associate		
Social Work Associate ..		

4) TEACHER-INTERN such as:	Illustrative Functions	Training Suggested
Student Teacher	Duties very similar to those of associates but with more involvement in diagnosis and planning.	B.A. or B.S. degree and enrollment in a college of teacher education or other institution which offers a program leading to certification.
Student Home-School Coordinator		
Student Counselor		

5) TEACHER

The foregoing plan makes possible new developments in staffing, team teaching and improvements in teaching and learning.

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*New Careers and Roles in the American School, Bank Street College of Education, September, 1967.

**New Partners in the American School, Bank Street College of Education, November, 1967.

APPENDIX - 8

SCHOOL STAFFING PATTERNS (Saturation - the present thrust)

Dr. Roy A. Hinderman
June 11, 1969

PERSONNEL FOR STAFFING

Teacher
Intern
Student Teacher
Aide (college student)
Aide (regular)
Aide (volunteer - usually college educated homemaker with decreasing home responsibilities)

Tutoring Aide (college student)
Tutoring Aide (high school or peer group representative)

BACKGROUND

Coleman report on Equality of Educational Opportunity, U.S. Office of Education, Washington, D.C., 1966; Dr. James Coleman of The Johns Hopkins University responsible for design, administration, and study analysis.

U.S. Commission on Civil Reights, Taylor, W. L. and M. C. Holman, et. al.; Racial Isolation in the Public Schools, U.S. Government Printing Office, Washington, D.C., 1967.

Motive forces for learning with pupils (in order of importance):

1. the peer group

2. the home

3. the teacher and auxiliary personnel

THE THRUSTS

a. saturate a subject in a school (e.g. social studies)

b. saturate one or more grades in a school

THE DENVER POST, Friday, June 13, 1969

STUDENT-TURNED-TUTOR EXPERIMENT SUCCESSFUL

By Ralph Dighton
Los Angeles (AP)

When you set children to teaching younger children, the young ones learn faster and the older ones become sharper witted.

The teachers gain time to spend with pupils who need them most.

The principal solves his teacher shortage.

These conclusions emerged Thursday at a news conference summarizing the first year of an experiment in education at Pacoima Elementary School in north-central Los Angeles.

This year, fifth and sixth graders have tutored kindergarten and first-grade pupils. Next year, all grades will be involved.

"Most of what kinds learn comes from other kids anyway," said Dr. Ralph J. Melaragne, one of the project directors. "We're capitalizing on this. One of the great needs in education is for more individual instruction. This is the best and least expensive way we've found of providing it. Instead of one teacher for 30 children, we now have one for every five or six. The tutors are friendly and close to the younger children, but they make them work."

The student tutors receive several weeks of instruction before they are assigned to duty. "For example," said Melaragne, "we don't let them say to the little ones, 'You're wrong.' When mistakes are made, the tutors simply tell them what the correct answer is."

Judy Walsh, a teacher, said: "I was worred at first that I would not know what the younger children were doing, but the older ones do a good job of keeping me posted on progress. As for discipline, it wouldn't be better. If I have to leave the room, I find when I come back that they don't even know I've been gone."

What do the children think of it? "it's fun," said Kate Suda, 10, who takes an hour a day from her fifth-grade studies to tutor in kindergarten. Looking at 5-year-old Jeffrey Harris, she said, "He's doing much better." Said Jeffrey: "I like Kate. She's nice."

Many of Pacoima's 1,600 students - 45 per cent Negro, 40 percent Hispano, 15 per cent Anglo - come from poor homes. Many have emotional and mental problems.

"But the program is not designed for poor areas alone," said Principal Bill Lyle.

Lyle said selection as a tutor "changes the whole attitude of the one chosen' he's important, he finds a place in the sun." The younger ones benefit, too, he said. "There's an understanding between children that's difficult for a teacher to achieve, especially with 30 or more children in the room."

THE SCHOOL STAFF

Dr. Roy A. Hinderman
June 11, 1969

EARLY STAFFING

Church Schools:
avoid Satan interest factor: Heaven
lead good life - emphasis on reading - feelings and emotions
read Bible priest, preacher, rabbi

Dame Schools:
secular emphasis - woman of good personal attributes
reading and baby sitting

Itinerant teacher:
Ichabod Crane - period of teaching 1 week to several months
Sleepy Hollow
reading as a way to earn living main value; one or more personal contacts with teachers

Lancaster system:
monitor for each row - early use of pupils in teaching
mass education Squad Leaders

Winnetka and Joplin programs:
continuous progress in all subjects
beginning of programmed instruction
pupils move to class that is commensurate with their achievement (reading, arithmetic, etc.)

Persons are important:

teachers
pupils
housewives

LATER PROBLEMS 1960

Central High School, Detroit:
-change in school population
-drop from elite to disadvantaged
-non-attendance, non-achievement
-lowest morale, riots, stabbings, football schedule in secret

The climb back up:
-revitalized Student Council
Scholarship, Citizenship, Leadership
-parent assistance
travel talks illustrated
snack service
health and job assistance
-truancy decrease
breakfast
program by Lions football team
food supplied by Kiwanis
40 boys expected; 120 came, and stayed all day

HOW CAN WE GET PUPILS TO WANT TO LEARN?

Persons are important:

- teachers
- students
- parents
- businessmen
- professional football players

STAFFING AND PUPIL MOTIVATION

HARDWARE AND AIDES

Audio-visual

- magic lantern
- slide projector
- motion picture (1945)
- radio
- television (1958)

Fear of replacing teacher:

good supplements, no replacements for teacher

PERSONNEL IN DENTISTRY

Dentist - general and special dentistry, and supervisor of all work
Anaesthetist - extractor, X-ray specialist
Technician - casting, plates, bridges, inlays
Dental assistant - cleaning, gum conditioning
Dental aide - assists the dentist
Clerical aide - takes calls, makes calls and appointments, does clerical work

TEACHER SHORTAGE (1945 to present)

1962: needed 125,000 to replace those leaving teaching
65,000 for larger enrollments
25,000 for special education and services
25,000 for replacement of unprepared
240,000 TOTAL

- population is exceeding increase in teachers; need outruns supply by about 150,000 yearly
- salaries are too low, and financing is a real problem
- school budgets are being limited; 6% increase per annum in Colorado, after that a vote of the people; Jeffco is at an impasse because of this limitation
- What to do? People are vital.
- new emphasis on FTA, volunteer help, team teaching, aides, tutoring aides, student teachers, interns
- How can we get disadvantaged pupils to want to learn?
- Is it the pattern or the person? Persons seem to light the spark.

RESEARCH

Civil Rights Commission Report "Discrimination in the Public Schools"

Motive forces with pupils: (in order of importance)

1. the peer group
2. the home
3. the teacher auxiliary personnel

The staffing pattern is far less important than the personnel as persons.

APPENDIX - 9

EPDA Institute For Teachers of Disadvantaged Youth

CREATIVITY IN CHILDREN
FROM DISADVANTAGED BACKGROUNDS

by

Henrietta Linenbrink
July, 1969

Creativity in disadvantaged children is a paradoxical idea. The first premise upon which one must begin operating is that all children are born creative. It is only when the opportunities for this talent are stifled or nullified that an individual becomes "disadvantaged." In this paper, I will substitute such terms as "children from disadvantaged areas" or "children from deprived economic backgrounds" instead of "disadvantaged children" or "deprived children."

Creativity has as many definitions as there are creative people. James A. Smith has defined creativity as "the ability to tap past experiences and come up with something new."[1] He expresses further that the product does not need to be new to the world but it must be new to the individual. This is an important concept for the teacher. He must begin where the child is, and use all the previous experiences of the child in developing creativity.

Frank Riessman, in his classic work, The Culturally Deprived Child, distinguishes between "convergent creativity" and "one-track creativity". The first is the ability to organize several concepts in order to reach a general conclusion. This would be used, for example, in answering test questions. "One-track creativity" is usually unnoticed at the elementary school level. It is described as "uneven brilliance," an ability of a

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1. Smith, James A. Creative Teaching of the Creative Arts in the Elementary Schools (Boston: Allyn and Bacon, Inc. 1967) p.4

person to pursue one line of interest and develop that interest to a great degree. The individual possessing such creativity often suffers because many areas of learning are ignored and this leaves important gaps in his knowledge. This "uneven brilliance" is often costly, especially on examinations, interviews, and the like.[2] There is a need for the recognition of this type of creativity, however, because it allows one to develop his potential and personal interests.

For a teacher it is necessary to create situations for the student who comes from a disadvantaged background, which will stimulate his interest, relate to his everyday experiences, and involve him in a learning process. A teacher must be sensitive to her pupils to generate reactions. Learning is an active process. It is personal. Each student learns according to his interest and ability. Creativity, not memorization, needs to be encouraged. A teacher must not be afraid to try the untried, to fail and progress, to experiment and evaluate. Both teacher and student must be in a perpetual state of becoming.[3] If creativity of children from deprived areas remains educationally untapped, according to Riessman, there is a greater possibility of its finding outlets in delinquency and destructive behavior.[4]

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[2] Riessman, Frank. The Culturally Deprived Child (New York: Harper and Row, Publishers, 1962) p. 79

[3] Dawson, Helaine S. On The Outskirts of Hope, Educating Youth from Poverty Areas (New York:McGraw-Hill Book Co. 1968) p.15

[4] Riessman, op.cit., p. 79

Physical creativity should be stressed with culturally different children, or children who come from an economically deprived background. Many low-income youngsters come from homes in which the accent is placed on activity and motion instead of verbalization. They are able to connect with the quality of physical expressiveness quickly and in a very natural way -- a way more natural for everyone, really, than sitting at a desk for two or three unbroken, deadening hours. The physical arts, such as singing, dancing, painting, drawing, using different art media, provide outlets for emotions as well as creativity. Children can role-play extremely well, whether this be in real life situations, pantomimes, plays, or puppetry. These are valuable techniques for the teacher in getting the children to respond creatively and intelligently.

There is a relationship between creativity and intelligence. Although "creativity is a form of giftedness inherent to some degree in each individual, intelligence determines the quality of the creative product."[5] The mistake teachers often make is to judge a child and his ability by certain I.Q. tests. This is a fallacy because I.Q. tests are not culture-free, and furthermore, they are generally standardized on middle-class Anglo youngsters and intended for middle-class Anglo use. The only attempt to construct a culture-free intelligence test has been made by Allison

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[5] Smith, op.cit., p. 4

Davis at the University of Chicago. He and his associates constructed the Davis-Eells Test to estimate the level of intellectual functioning without cultural bias. This test, however, has been found to have serious limitations.[6]

Getting children acquainted with reading materials at the elementary level is a monumental task. If approached with their own background, and through a classroom developed interest, children may gradually come into their own in reading. Skills in reading need to be reinforced, but not over-emphasized, at every level. By reading well, thinking is stimulated. This is seen clearly in the book Thirty-Six Children by Herbert Kohl.[7] From reading and thinking, comes writing. An important fact to instill in children from ghetto areas is that simple people with deep feelings can write beautiful poetry as well as highly educated men. Expressions of children's writing are portrayed both in prose and poetry in the book the me nobody knows - children's voices from the ghetto.[8] Youngsters are reluctant to commit themselves to the written work because mistakes are self-inflicted swords. The sensitive teacher can heal the wounds by sincere praise, and not by returning to the insecure child a bloody red paper which confirms his inadequacy.

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6. Wolman, Marianne, "Cultural Factors and Creativity," Education and Social Crisis, Eds. Everett T. Keach, Jr., Robert Fulton, and William E. Gardner. (New York: John Wiley and Sons, Inc. 1967.) p. 283

7. Kohl, Herbert. Thirty-Six Children. (New York: The New American Library, 1967)

8. the me nobody knows - children's voices from the ghetto, Edited by Stephen M. Joseph. (New York: The Hearst Corporation, 1969)

Guidance and counseling are important assets to creative development. Through these services, greater understanding should develop on the part of the counselor, and with this growth, so should the counselee come to understand himself and his innate creative ability. The self-concept is primary in the development of talents, and frequently youngsters from deprived schools are left untapped and unnoticed, with little self-respect and self-confidence. Guidance services should help to solve this problem. NDEA Title V-A funds are provided for this in New York state under "Talent Search" programs. These are aimed, primarily, at the junior high level.[9]

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[9] Kaplan, Bernard A. "Issues in Educating the Culturally Disadvantaged," The Disadvantaged Child, Issues and Innovations. Eds. Joe L. Frost and Glenn R. Hawkes. (Boston: Houghton Mifflin Co., 1966) p. 221

Guidelines for the creative teacher to use with any students are stated very succinctly by Helaine A. Dawson:

1. To get each student to feel good about himself as a person by creating an atmosphere of friendliness and personal interest
2. To develop awareness in the student of the world around him and of his responsibility to it by interrelating subject matter with personal experience
3. To arouse each student's motivation so that he becomes personally involved and interested in pursuing what he needs.
4. To help him communicate by developing his ability to express his thoughts both orally and in writing
5. To help him develop new patterns of thinking which will be reflected in changes in attitudes and behavior
6. To increase his self-confidence by praising every indication of progress and to help him develop an understanding of himself
7. To give him opportunities to develop aptitudes, such as writing, painting, acting, etc.
8. To broaden his horizons by exposing him to new experiences, people, and places
9. To help him think critically and keep an open mind rather than react violently to people and situations; to stop thinking in stereotypes
10. To help him develop more flexibility in adjusting to the unexpected[10]

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[10] Dawson, op.cit., p. 16

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APPENDIX - 10

EPDA Institute For Teachers of Disadvantaged Youth

AMERICAN LITERATURE

A STUDY OF AFRO AND WHITE AMERICAN LITERATURE

GENERAL OUTLINE

By

June Smith
July, 1969

The study of American literature is a vital part of every student's public school education. The reasons for its necessity in curriculum appear to me to be obvious. However, we as English teachers have been slow in coming to the realization that the study of American literature has, until recently, neglected that segment which indicates Black contributions to American letters. The need for a new course of study is not only intellectual but also social. A fusion of Black and White studies establishes our intellectual integrity and promotes our national unity.

We are now obliged to treat students maturely. American college and high school students are crying to be directly involved in curriculum planning. The organization of this course of study is thematic, and it allows student-teacher involvement and discussion. It's ultimate success may be a charisma between students and teachers which I have found is often not present in the chronological approach to the course. The texts used for the study of literature are the Harcourt, Brace (laureate edition) text, ADVENTURES IN AMERICAN LITERATURE and the Free Press Division of the MacMillan Company text, DARK SYMPHONY.

Specifically, the course is divided into five major units of study: the Search for Identity, the American Press, the American Middle Class, Birth and Rebirth in American Thought, and the Human Condition. The first two units will fall in the first semester and the last three will fall in the last semester. Each unit is designed to offer students and teachers an opportunity to explore major philosophical trends: puritanism, deism, transcendentialism, existentialism. Teachers may, by doing away with the chronological approach, offer students the opportunity to compare, contrast, and analyze the American way of life in terms of standards, moral codes and ethics. Also, the historical approach to literature is important, and teachers may show political and economic influences on the style and subjects of American writers.

Within the structure of each unit there are some themes which are made up of predominantly Black or predominantly White literature. The reasons for this organization are complex. First as progressive educators we have come to realize that Black experience in America is not analogous to White experience. In order to fully understand the movement called, ineptly, the Harlem Renaissance, we must, I think, divorce ourselves from the White American middle class and its literature. For this reason, there are separate units of study in Black heritage, Black experience, and the New Negro rejection of the apologists.

Further, we have a preponderance of White literature relating to universal human experience, nature and the universe. The need for the American Black writer to define his role in American society and to discover his identity among men has forced him to forego the luxury of subjects relating to universal experience. I should note also that the Black Revolution coming in full strength at the turn of the sixties diverted the efforts of many Black writers. Those who would have, for example, written of nature and the universe turned instead to subjects relating to Black experience.

White American writers have had a tendency to divorce themselves from subjects relating to romantic and sexual love. I'm not certain that I can explain this aversion beyond saying that the ever present puritan codes exercise a strong influence on American writers. American society places high value on the writer who devotes himself to the American way of life and its problems thereof. Thus, a writer who in the past has expected a significant place in American letters has devoted himself toward addressing the American public.

The course designated English 5 and 6 is a fusion of the study of composition and literature. Teachers will, I think, find an abundance of subject for composition within each literature unit. According to the previous course of study for English 5 and 6, the first semester will concentrate on the short essay. Warriner's COMPOSITION: MODELS AND EXERCISES provides a basic outline for the study of writing skills. The study of composition in English is absolutely essential. Literature and composition are obviously inseparable. How else will we teach our students to analyze style and discipline their own efforts?

The study of genre is not a subject. The study of Poe's "The Fall of the House of User" and Claude McKay's "If We Must Die" are subjects. We can see a classroom discussion growing out of Poe's development of character and his interest in psychology. His role in defining the short story and our role in introducing the form are important - not primary. McKay's poetic form has distinction and again is important. However, of primary importance is his call for courage and valor from his people. More important is the universality of his subject. In conclusion, scansion, rhetorical devices, essay and poetry forms, short story technique and other forms should be taught as they occur in the study of the literature.

During the year, the course will include a study of four novels and two plays. Teachers may select for the Fall semester study from the following list of novels: The Learning Tree by Gordon Parks, A Choice of Weapons by Gordon Parks, The Autobiography of an Ex-Colored Man by James Weldon Johnson, Billy Budd by Herman Melville, The Scarlet Letter by Nathaniel Hawthorne, and The Sun Also Rises by Earnest Hemingway. Drama for the Fall semester will include The Crucible by Arthur Miller and Raisin in the Sun by Lorraine Hansberry. Novels for the second semester will include the following: The Invisible Man by Ralph Ellison, Native Son by Richard Wright, Go Tell It on the Mountain by James Baldwin, Huckleberry Finn by Mark Twain, The Grapes of Wrath by John Steinbeck, and The Jungle by Upton Sinclair. Drama for the semester will include Blues for Mr. Charlie by James Baldwin. The department has not, as yet, decided upon a second selection in the field of drama.

Vocabulary building should be an inevitable result of reading. I've found that many of the selections in DARK SYMPHONY will be difficult reading for high school students. Not only in DARK SYMPHONY but also in ADVENTURES IN AMERICAN LITERATURE teachers will need to edit the material for significant vocabulary - vocabulary representing key ideas. Also available for teachers' use is a book entitled WORD WEALTH.

Perhaps all teaching is corrective; perhaps touching on strengths and concentrating on weaknesses is the function of a survey course. In any event, this course of study is a pot-pourri of ideas, philosophies, writers, and forms. Philosophically, I can justify this: a survey course is a teaser. Hopefully, our students will find philosophies to pursue, writers to study independently, and talents of their own.

The outline for the course of study will be on file at East High School. The East High English Department must, as yet, decide upon a final outside reading list. We are all working diligently on individual reading projects so that we will have some basis for evaluation. Also the department must include in the outline selections from the Black literature available in the English department library. We also have tapes and records which will be organized to follow the course of study. We hope to have a well-considered outside reading program to follow the course outline. I would like to take this opportunity to thank four people for their contributions to the work that has gone into this study: Mrs. Gwen Thomas, Mr. Richard Nelson, Mrs. Nancy Leavenworth, and Miss Connie Hansberger. My appreciation also goes to the English department at East.

The goals of the course are, I hope, valid and applicable. I see the course of study as flexible, allowing latitude for pursuit of individual interests. Many of the selections included in specific areas are versatile and could feasibly fit in other units of study. I have, however, made no attempt to impose my judgement of selections upon teachers. Also, I should not imagine that there will be time to teach every selection. This organization will provide some unity of effort with the department. We each will have points of reference in teaching each successive unit. Recapitulation may certainly have a valid educational purpose; repetition is educationally dull. I would hope that the end of each unit of study would be student initiated. Teachers may utilize outside reading and permit students to select an area of interest engendered by their presentation of units.

Finally, I would hope that this study will discourage the traditional portrayal of America, the "land of the free", the model nation of the world. Perhaps we as a department will be able to acquire textbooks that do not propagandize. I would also hope that the study will be a critical analysis of America, the imperfect yet progressive nation working toward a fulfillment of democratic ideals. Perhaps soon we will be able to establish an intellectual integrity which has to a large extent been missing from the course of study designated American literature.

UNIT STUDIES

UNIT I: THE SEARCH FOR IDENTITY

The term image has come into vogue in recent years. The term today implies an ego-centric study - a study of self. Yet today's youth are also searching for an image of time, place, and interpersonal relationships. There are questions of importance in this unit. Are you born with identity or do you acquire it? If so, how? Do you personally have any identity?

How do you know who you are? How may the literature in the unit help you? What effect does time and place have on the final personality that is you?

This unit as an introduction to English 5 and 6 is a bribe. It's subject is timely, and students find this study highly personal. If they reject our standards, if they find that "the world is too much with them", we may utilize their struggle to their best advantage: introduce them to an approach to understanding themselves.

UNIT II: THE AMERICAN DREAM

This unit of study is designed to examine the pure concept of America and democracy. Students will study the founders' concepts of America and then contrast and compare the application of democratic principles in life. Teachers should allow students to define the dream. The end of the unit could be an opportunity for them to analyze their definitions and draw conclusions. The study begins appropriately with a study of the writers' concepts of their roles in literature and society. Many of the writers here attempt to relate their personal experiences, philosophies of writing, and their responses as writers to society.

The American dream encompasses each individual's freedom to operate independently as long as he does not vary from accepted middle class codes. This paradox may be examined in order to consider each character in literature who stands alone either as a result of principles or as a result of forced isolation. At any rate, what motivates each of the characters? What aspect of American society and/or culture is illustrated in each of the selections?

Finally the portrayal of America as a melting pot of nations and the American process of acculturation as desirable no longer plays a significant role in American literature. The movement toward cultural and racial awareness seems to take us away from valuing assimilation.

UNIT III: THE AMERICAN MIDDLE CLASS

The bulk of literature in America deals with middle class values, mores, and ethics. Benjamin Franklin in his Autobiography offers us clues to middle class success: work diligently, love your family and be "healthy, wealthy, and wise." Success is inevitable. This unit should examine early concepts of the middle class. Thoreau in "Civil Disobedience" and Martin Luther King in "Letter from a Birmingham Jail" offer contrasts across the centuries.

The growth of the middle class and its role is also significant in the growth of industrialization, poverty, and ghettos. The contradictions in middle class standards and middle class practice were subjects for nineteenth century writers.

Social protest and war protest movements developed as a result of the contradictions Americans saw in the middle class values and their applications to American life. Writers have examined those practices which are inconsistent with their philosophies. Out of this unit could grow a study of social Darwinism, U.S. emperialism and involvement in Viet Nam, puritan concepts in contemporary literature and the twentieth century revival of transcendentalism.

UNIT IV: BIRTH AND REBIRTH IN AMERICAN THOUGHT

This unit offers again opportunities to contrast and compare early colonial philosophies in operation in the twentieth century. It allows time to study the American educational system and the Black literary revolt. In outside reading teachers may utilize the application of transcendentalism to the twentieth century love literature.

UNIT V: THE HUMAN CONDITION

This unit of study is hopefully universal - not bound by American experience. The existentialist movement has come into vogue as an attempt to cope with the frustrations of a complex world. Writers are concerned with the reasons and meaning of existence. How, for example, does one give meaning to his life if he rejects religious philosophies? In some cases he feels that he may acquire meaning through death - which may be positive action. Contrasting varying philosophies of writers toward death will offer an opportunity to explore existentialism.

Through positive action one may also gain an outlet - an escape from frustration in courage, valor, or defeat. What part of each of the selections reflects the characters' attempts to give meaning to their lives? What part of each of the selections reflects their resignation or acceptance of things which they think can not be changed? What attitudes can you see that are distinctly the result of American experience? Finally, what attitudes may be termed universal? These are all questions which students will find intriguing.

The last unit of study relates to that condition which may be termed uniquely Black. What experiences and attitudes are not universal - are limited? The conclusion of English 6 could be student initiated. Students may analyze the writers' roles in forming, reflecting, and affecting America. They may treat the subject of a writer's integrity. What, in reality, does the writer owe his reader - if anything? Finally, teachers may find that discovering students' views of the direction of American literature to be valid.

APPENDIX - 11

E studiamos
P roblems
D eseando
A yudar

by David Vigil
EPDA Institute for Teachers
of Disadvantaged Youth
June 9 - July 11, 1969

Introduction

Educationally disadvantaged children need certain skills to meet the demands of living in a fast-moving society and an increasingly complex culture. Homes and communities do not always met the needs of these children. It becomes necessary for the school, then, to help fill their needs.

Having attended this EPDA Institute for three weeks and having been involved in discussions about the problems of the Hispano in schook, I am sure one could agree on one thing - the chicano student does have a problem in our pbulic schools. Father Joe Torres and Dr. Daniel Valdex have stressed over and over that a chicano student is hard to teach.

The prevailing opinion among many educators is that a chicano student, because of his cultural values, doesn't share the desire to succeed materially in the general society or acquire the education necessary for success. Patterns of low motivation and anti-social behavior are often attributed to the rejection of school. Many educators feel that being bilingual or bicultural is still a real problem in our society.

The self image and the concept of always being a second class citizen (even to the point that many deny any knowledge of their language and their culture) is the problem today. When one has to deny his culture or his language, his identity and self-respect are lost. It is a well established principle in sociological literature that social and self-identity are essental to good mental health, stability, and aspiration.

A real problem facing the Hispano is leadership. Mrs. Gwen Thomas, from Metropolitan State College, has stated that "A Black Man who has made it in our society still owes some allegiance to the poor black man who lives in the ghetto." She also states that "The Black Man must unite in order to plead his own cause." The problem of the Hispano leader will continue because there are many Hispanos today who believe that they have no problem. There are several principles of division which cross-cut the Hispano group as a whole. The most important ones include: middle class versus poor, Catholic versus Protestant, suburbs versus barrios - Democrat versus Republican, educated versus uneducated, Spanish versus Mexican, acculturation versus tradition.

I am sure that leaders in the Hispano community have thought of many ways to unite the Chicano, but I am convinced of one thing, and many will agree, that unity has never occurred and I can't see anything in the near future that will bring it about.

Mrs. Gwen Thomas states that "The oppressed people in America are learning the lessons of history. They have learned that no one has ever voluntarily given up wealth, stepped down from power, or relinquished a position of domination. Power, wealth and domination, when they stand in the way of justice, always have to be attacked." In reality, the Hispanos wish to view themselves as a people socially identifiable, with their own culture, dignity, and life-styles. It seems that we lack the dignity but have social identification culture and life styles.

The developing militancy among the Hispanos flows from the realization that they, too, want a portion of the good things in life. Vicente T. Ximones of the Federal Equal Employment Opportunity Commission states "As the people move ahead, as they get education and become more deeply involved, they begin to compare. There is a driving desire to close the gap between what they have and what they see around them."

"Closing the Gap" is an over statement for an Hispano who lives in the barrio - caught in a cycle of poverty and struggle for survival more existance takes all his efforts. When a whole people is politically powerless, economically dependent, and in many cases socially isolated, it is not easy to speak in terms Anglo-Americans understand. Even with the pride of Cesar Chavez on the cover of a national magazine, he is still under attack by other Chicanos. Dionicio Morales of the Mexican-American Opportunity Foundation in Los Angeles claims "We consider Chavez on his way out. Chavez has a noble cause, but it is a dead cause. There is nothing in Delano to build on except sentiment and drama. The future is not grapes but urban manpower. Chavez should come to Los Angeles in ten years. There won't be any grape workers then to picket, but the city with its unemployment and discrimination will still be here." Luis Valdez, professor at Fresno State complains, "the Mexicans have come to a great awakening. They have nothing and never will until they gain political and economic power. They want a slice of the great American pie."

In increasing numbers, students are recognizing the unfairness in the educational system and have become a vital part of the Mexican-American revolt. Corky Gonzales claims that "Students aren't caught in the security syndrome. They are looking for values and identity rather than material goods."

"Students are bringing us together," Gonzales points out. And in Fresno, Valdex agrees, "Students are getting the whole community involved in this struggle."

To prove this point, Dr. Daniel Valdex has stated that "The Hispano revolution is a social rather than a political revolution. Over simplified, the goals the Hispano seeks are those which all other Americans seek: better education for his children, better jobs, better homes and above all, Respect." It is interesting to note how the leaders or "pseudo" leader in our community express different view points and overlap in what each believes.

The following interviews were taken from The Denver Post - Bonus May 13, 1969.

I am listing only a few leaders to give teachers an idea why even a Chicano today is still mixed up concerning which leaders he should follow. One can understand why an Anglo would be completely confused.

Corky Gonzales - "Society," he said, "even when it is trying to be benevolent, is a controlled society within which the Gringo (Anglo) makes all the major decisions. As a result, my people have been politically destroyed and economically exploited. Anglo government hands you the money, but they've got the power to make all the decisions. There are always strings attached." Gonzales believes his people need their own community, controlled from within - at least until they have changed their self image. Gonzales says his people must get the job done. Aware that the middle class begins to squirm when its status quo is threatened, Gonzales delights in using fighting words and of creating potentially dangerous situations "I don't think we'll ever be violent except in self defense. But if we must defend ourselves, we will. We are a brave people, and we are well organized."

Dr. Daniel Valdes claims that the self concept is of vital importance. "You are not born with a self-concept: You internalize it. You get it from parents, peero, teachers, police, reporters, judges. Your Children see themselves as they think people see them. The environmental stress of the ethnic caste system tends to develop the conception of self defeat, which in turn results in defeated behavior, retarded and inefficient behavior and inadequate academic and political development. Los self-esteem must be erased." Valdez terms himself a "cultural pluralist" - one who believes each group should retain its cultural identity within an integrated society.

Father Joseph Torres - "An important goal is to help Hispanos blend into the complex life of the cities. Hispano suddenly found themselves in cities, totally unequipped to cope with this new way of life which they hadn't been prepared for, either by education or training. This is whay Mexicans feel terribly uncomfortable when dealing with city-oriented institutions, such as schools, police, politics and even the church."

"In our society," he said, "man wants to live a life that is as unabrasive as he can make it. Assimilation is generally a desired goal." When Father Torres was asked about his aim, he stated that essentially, his aim is to change the hearts of peole, to make them understand the problems of the Hispano people. Does it work" "I'm not really sure," he said. "Some times I think you only influence people when what you say is compatible with what they already believe."

Father Hart - "Most Hispanos are militant. But is a defensive type of militancy. They're defending their lives against people who are trying to ruin their lives, pride, and human values. Corky has given his people a rebirth. He has given the community something to look forward to. He's given Mexican kids a reason to carry their heads high. Corky has given me pride and I'm proud to tell peolle I have Mexican blood in me. I was ashamed of being one-fourth Spanish and Navajo and would never admit it. Where I camefrom, Salida, Colorado, Mexican was a term of degradation. The church has always been basically a middle-class church and has never really identified with poor people. The church has taken a paternalistic attitude towards the Mexican. She thinks she's the Chicano's keeper, rather than his brother. The Chicano needs brothers, not keepers."

Judge John F. Sanchez - He calls himself an "American." "I'm proud of my culture and my heritage," he said, "but I don't like hyphenations, like 'Spanish-American' or 'Mexican-American'." The Judge said he used to be active in Hispano affairs, but isn't any more. He declined to discuss the militant movement in the community because "judges shouldn't be involved in controversies." He did say, however, that he didn't think the majority of the Hispano community is involved in this movement. He said he thinks the way to improved relationships between the Hispano and Anglo communities is better understanding of each others problems. "We ought to get acquainted first, and then each side must give a little.

Samuel R. Martinez - "An immediate need of the Hispano is a complete overhaul in the educational philosophy. This includes a change in the current system designed to make the Hispano children comfortable in schools. Training and staffing are the two most important aspects of this project. In the past, those who "made it" often found themselves isolated from their people. This isn't necessarily the fault of those who succeded," Martinez said. "When a person reaches a point of status, socially, and economically, the others become jealous and feel rejected. This alientation of our successful people slowed down our progress."

The last group that urges Chicanos to organize is called C.H.I.C.A.N.O.S. It represents the Committees for Higher Income, Community Action and New Opportunities and Services, and other bodies. What I'm trying to relate is that we as teachers will hear from these groups. One doesn't hear about the old Hispano organizations, but I'm sure that there is a need to unite all the leaders and Hispano organizations as they all seem to have the same objectives.

Social System

Problem

The Hispano population of this city may in no way be considered a homogeneous unit. Among the Chicano population, we must recognize the distinctions between rich and poor, between the rural and urban dwellers, between Protestant and Catholic and between Democrats and Republican and the new Hispano Party. Since time will not permit me to dwell on each of the areas, I will include the Hispano in the urban setting. Reference to Hispanos who move from rural areas to urban dwellers will be made as many are moving here to Denver. After visiting small cities in southern Colorado, Dr. Valdex found only a few young men resided in the small towns. This is also true of my home town, Trinidad. Most young people have moved to urban settings.

Family

Changes in the patterns and status roles of parents and children are changing. The extended family is still an important part of the Hispano culture. Maybe the Anglo culture has also influenced this aspect of Hispano culture. Recent studies have pointed out that divorce, desertion and broken families have been increasing steadily among the Hispano. The lack of steady employment and children leaving their families to move elsewhere, are destroying the solidarity of the Hispano family. The strongly knit family organization has changed. The extended family unit still remains important in ways unparalleled in the Anglo world. Family members continue to call upon each other for economic assistance, for advice, moral support, and simple companionship. As one Hispano said at a meeting, "I like everyone, but my best frieds are still Chicanos." The compadre system in effect will reinforce and intensify family relations. Both Weaver (1965) and Vincent (1966) have shown that most of the sponsors from baptism are chosen from within the family circle. Visiting and mutual aid patterns show the highest amount of interaction among those persons related through both a biological and ritual tie. I will not include culture values of the Hispano in this paper. Many educators only use or read them and reenforce their own thinking. Some values that are listed in recent studies are ridiculous. Mrs. Lewis a dedicated teacher who has a deep affection for the Mexican-American has said, "They are good people, this only handicap is the bag full of superstitions and silly notions they inherited from Mexico. When they get rid of these superstitutions they will be good Americans. The schools help more than anything else. In time, the Latins will think and act like Americans. A lot depends on whether we can get them to switch from Spanish to English. When they speak Spanish they think Mexican. When the day comes that they speak English at home like the rest of us, they will be part of the American ways of life." Mrs. Lewis paused with a worried look and added, "I just don't understand why they are so insistent about using Spanish. They should realize that it's not the American tongue."

Community

The second primary social unit to which the Hispano becomes attached is the community. As urbanization proceeds the city neighborhood in many ways replaces the village as the most important territorial identification. An individual identifies strongly with his natal village and retains a sense of loyalty to it throughout his life even though he may reside elsewhere temporarily or permanently. I will only mention Fairview School as an example because I'm sure each area of district will be different. Rivers and amin traffice arteries bound the Fairview area and act somewhat as natural barriers that tend to make the district an "island." Several ditches or creeks run through the area and empty into the Platte River. The social structure would be low-low with 93% of the studentings living in the two housing projects, Las Casitas And Sun Valley. In these projects families may obtain quarters randing from one to five bedroom apartments. Rentals are not based on the number of bedrooms per apartment, but upon the income of the family. Average family size per household is 5.9 compared to 3.6 for the city of Denver. Most of the families are on welfare. Only 37% of the homes have a male adult, who is usually a step=father or a relative who is unemployed. Health and morals are poor and delinquency is very high. A large number of students in the intermediate grades are two or more years deficient in their achievement. Let it be emphasized that this is only Fairview School and each faculty should make a study of its community and their own needs. Dr. Fred Romero pointed out in his studies that the culture of the Hispano in Denver is in great part a culture of poverty. The effect of this culture is already pronounced at the time the child first enters school. Any really effective program of reducing the detrimental influence of this deprivation must begin early.

The cycle of poverty means this: The environmentally deprived child enters school, fails because of his background, and drops out of school as soon as possible. He returns to his slums with its frsutrations, crime, mental illnesses, and unemployment only to raise the next generation to repeat the same cycle.

Many children from deprived environments will be classified as mentally retarded children by the time they reach the third grade. The longer these children remain in school, the greater becomes the difference in academic achievement between them and middle class children. In general, by the time these children reach fifth grade, they are two to three years behind in reading ability. Under normal school conditions the child is already an educational drop-out.

School

In all studies one has to agree that the Hispano student has failed in school or that the schools have failed the Hispano. No matter what point of view one will take, one could conclude that both failed. Levels of educational attainment for Spanish-surnamed adults in Colorado are consistently and significantly lower than other adults in the population. In 1960 the median educational attainment for all "Anglo" males in

Colorado over 25 years of age was 12.2 years; for the Hispano males in the same age group, it was 8.6 years. Ted Davis has stated that we should take the institution to the families. "Time to atart, beat the bushes and show them that the schools belong to the Hispano." When an Hispano relates his own experience to the school, one can understand why he would have a negative attitute. Education alone will not solve all the problems of poverty, but any long-range solution to the problems must involve educating the environmentally deprived children so that they can earn their share in our affluent society. Some characteristics of a drop-out can be described as follows: He is retarded one or more years in school and does not participate in extra-curricular activities. The principle wage earner's occupation is at the poverty level, the father has less than eight years of school, and older brothers and sisters have dropped out of school. He can also be described as being below the 49th percentile in mental ability, low in reading ability, absent more than ten percent of the time, and be associates with other potential drop-outs.

Unless Hispano children can enter school with a reasonable chance for success, they will not benefit from any school program, even programs allegedly tailored for them. For example, vocational education can not be effective unless children remain in school long enough to become eligible.

Four major objectives will be listed: Each faculty should work on a curriculum to meet individual school needs. If some one on the faculty feels he can't teach in an Hispano school he should transfer to another building. If a teacher is assigned to a school which has a high percentage of Hispanos, he should be informed that intensive inservice training will be provided to acquaint him with the life style and a methodology that will reach the Hispano child. The need for parental involvement in the education of the Hispano is imperative in order to establish the positive attitude needed for success in school, and to develop continuity in the total educational experience. The parents must not only understand and give support to the efforts of the school system but they must also develop positive types of experiences. As Ted Davis has stated "We know the parents of students that should visit the school will never come. We as educators should take the initative and take the school to the community."

These is much evidence indicating that intellectual development is influenced by a child's self-concept and attitude towards himself. Teachers must realize that parent involvement beings with teacher involvement. It must become the teacher's responsibility to bridge the gap that presently exists between the school and home. Four major objectives that will aid in bridging the gap between the home and the school are:

1. Development of positive self-image.

2. Schools should help the Hispano adjust by fastering pride and identity in his culture and origin.

3. Examine carefully are various teaching aids as the means to expand academic and social experiences.

4. Obtain the services of curriculum specialists to aid faculties in the formation of curriculums that suit the needs of the communities.

5. Get the community involved in the schools by means of recreational activities, carnicals, movies, and the like.

I would also like to include the short biography of Angelo.

I think it would have something to offer - Taken from Fairview School
Used at a workshop

MY NAME IS ANGELO

My name is Angelo. I'm twelve. This morning I got up by myself to go to school. I didn't sleep all night, 'cause Carl--who lives here with my ma was fightin' with her. He was drunk, and beat her and called her terrible names. My sister Rosa, she's thirteen, she tried to stop him. He beat her too; than her hurt her bad. She's got bruises. She ain't goin' to school no more; She gonna run away.

The social worker said if she did that once here, she would go to Morrison. That's a place where girls go, if they ain't old enough for prison.

Anyway, I got up to go to school. I woke up Joey an' Ernie, an' Lisa an' Mona--they're smaller than me, and sleep on the big mattress in the ahll. I made 'em comb their har and wash. My ma was still sleepin'; she cried all night, so she was awful tired, Cal, he left to go to the beer joint on Santa Fe; he didn't come back all night.

My big brothers--Earl an' George, who sleep with me--they weren't here all night. They keep lookin' for jobs, but they don't find none that last very long, Earl is goin' to hitchhike to Pueblo or maybe Trinidad an' see if he can find a job. He'll send us money if he can. He's only sixteen but he quite school already--cause Ma don't have enough for him to buy clothes or go out for sports or pay for stuff you need at high school, anyway she needs him to work, cause her check from welfare--it don't go very far. Leastways, it don't buy shoes for all of us, or toothbrushes, or school stuff. We have to take turns for shoes. Mine are so small now they pinch my feet, and the bottom is worn out of 'em. But I don't tell Ma they hurt; she's got too much trouble anyway.

Well, I looked in the 'frig, and found some cold beans left from supper. I gave some to Joey an' Enrie an' Mona an' Lisa. I ate a tortilla that was on the shelf. Then we went to school. It was cold outside-started snowin'; Mona an' Joey don't have no jackets; so I put two shirts on 'em to keep 'em warm. My jacket is bout' worn out' zipper don't work an' one sleeve is tore out. But it will be summer soon, and I won't need it no more.

When we got to school, I went to my room. The kinds was yellin' and fightin'. The teacher says to all sit down an' be quiet. I don't mind that -- I'm so tired from staying awake all night. I fall asleep on my desk. The teacher, Mrs. Burbay, she shakes me awake. I don't know my answers today, 'cause I can't think 'bout arithmetic or spellin'. I keep thinkin' 'bout Carl gettin' drunk and hittin' my ma; 'bout ma cryin'; 'bout Rosa goin' to Morrison; 'bout Earl leavin' home. Mostly I think 'bout Joey 'an Mona not havin' no jackets, an' now it's snowin' outside. I jus' keep thinkin' liek that, an' I can't remember nothin' you're supposed to in school.

the teacher gets mad. She says I can't pass an' go to Baker Junior High if I don't learn. I'm in special Ed. That's where you go if you're retarded, everyone says. Only I'm not retarded; I jus' can't think 'bout school. I try; but mostly I feel sick an' tired and sometimes made the way things always happen to hurt my family.

I think 'bout my pa quite a lot. He's a prison at Canyon City. He stabbed a guy and stole some money. An' Joey an' Mona's pa -- he's a different guy, not my pa. He's nice gives us money. My ma, she says we got different pa's 'cause they jus' got tired of not find' no jobs in the city; or people treatin' 'em like dirt jes' cause they was Mexicans' or maybe too many kids to worry about. You know, all the things tough on a guy.

My class gets out at noon; we don't have no place to go, 'cept bummin' around. The teacher, she says we can only go to school half a day 'cause they don't have enought teachers or room to go around. Other kids go all day; but not me. The teacher, Mrs. Burney, she gives us letters to take to our mas 'but a meetin' at school. Only, I can't read it so well; too many big words. My ma don't read at all. So I jus throw the letter away when I get outside. Anyway, my ma is too sick to go to an meetin' at school. She gets terrible spells-kind of crazy-like. Once they took her to the hospital for a long time; and we didn't have no gas or lights 'cause Public Service turned them off. Only my ma gegged and begged. We all cried--we didn't want to leave each other. The social worker was goin' to give us kids to someone else. So she let my ma keep us.

My ma is scared to go to the hospital anymore, 'cause she think they'll take us kids away from her. We're scared, too. So we don't tell the social working nothin', even is my ma is terrible sick. Sometimes I wonder if my ma was somebody important--like, if she was like rich people-the doctor would come right to her and make her well; and no one would take us away from her. That's what I always think.

After school is out, Danny - he's my friend - he meets me outside an' we go junkin'. We walk around alleys--ver where the rich people live, And we find stuff in trash cans. Artie, the second hand man on Sante Fe, he buys stuff off us; also, we look for pop bottles to get money from.

When it 3:30, I go and pick Joey an' Mona an' Ernie an' Lisa and I take em right home. Ma worries overthem; they are all little still. I given 'em a quarter from what Danny and me made from junkin'. Then I want to take off. Ma says where you goin'? I say shinin'. Me an' Danny go shinin' shoes up by the Capitol. Sometimes we stay until midnight or one o'clock. We make lots of money--sometimes five, eight dollars. I give my ma all of it,' 'cept maybe fifty cents for school stuff.

The shinin' ain't so good tonight; so me and Danny go home early. We eat a hamburger at MacDonald's first. I get home and my sister Rosa, she says let's go bummin'. My ma, she's at the beer joint with Carl-I guess they made up; so I say O.K. Mona an' Joey an' Ernie an' Lisa are watchin' T.V. and eatin' potato chips an' coke my ma gave 'em for supper. Earl is gone somewheres- probably out with his girl. George ain't home yet from work; he helps Barney at the grocery store two blocks away. George is fifteen. He's smart. Only Barney, he gets kids to buy glue off him--and George, well, he sniffed it sometimes.

So me and Rosa, we walk over to Denver General Hospital and sneak into the emergency room. We pretent like we came in with some accident case. We sit quiet-like and watch them people on stretchers. One guy, his stomach is split open--all the blood and guts spillin; out; another guy his leg is hangin' clear off his body. We watch the accidents comin' in for a while. Then I say to Rosa let's go over to the mortuary.

So we sneak in the side dooor of Clingers. They don't see us. We go in where the dead bodies is lyin'. Rosa is scared an' holds my hand to tight. The bodies look all clammy an' a terrible color. I feel kind of goose-pimples on me. What happens when you die? Rosa says I don't know, I whisper; maybe God makes you another body. He hates us! Rosa says. God is awful! Don;t say that, I say-Scared at what Rosa said. Let's touch one, she syas. We do. Then we run--clear out of there--away from them dead bodies, and God who hates us.

When we get back home, it is late, the little ones are asleep on the mattress in the hall. Ma is in her room, cryin', Carl ain't there. Earl, he's not home yet, George is watchin' TV. Rosa goes in to comfort Ma. A loud knock at the door makes us all jump. It's the cops--two of them. They walk right in an' grab George by the arm. He's been in Juvenile Hall twice, so they knew him. You come with us, punk. They squeeze his arm terrible hard.

Ma comes in runnin' out of her bedroom; what's he done? He comes with us! The big tall cop yells at her. Ma starts sobbin'-like awful, but the cops take George away. They never say nothin' about why--but then, they never do. Rosa holds onto me cryin'. Ma stands-starin', crazy-like again at the door. He's a good boy, a smart boy, she says' my George, he wanted to be a doctor, my George, he wanted to be somebody, and now...now.. her voice just trails off funny-like. She goes away to her bedroom an' lock her door.

Mona and Joey wake up an' start cryin'. I go put a blanket on 'em and give 'em a coke. Rosa, she atarts to crawl in bed with me, 'cause she scared. And Earl don't come home all night. An' I'm so tired but I can't sleep. I just keep think'...why...why..-does God hate us so much?